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ABSTRACT

The enactment of ESEA Title I in 1965, resulting in a flood of new programs, provided fertile grounds for doctoral dissertation research on the education of the disadvantaged. The ERIC/IRCD staff, believing that much could be learned about doctoral research itself, about children, and about educational programs, decided to attempt to provide comprehensive collections of abstracts in those areas of special interest to the center. This document is the fifth in the series of publications entitled ERIC/IRCD Doctoral Research Series. The citations in this annotated bibliography have been divided among "Black Populations" and "Black-White Populations." Separate sections "Black Populations" focus on reading and language arts; self-concept; attitudes, aspirations, and behavior; parental and cultural influences; and vocation. Sections in "Black-White Populations" deal with reading and language arts; attitudes, aspirations, and self-concept; and miscellaneous other items. The bibliography is accessible by way of a subject, author, and institution index. (Author/JM)

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Number 5, July 1974

RESEARCH ON THE EDUCATION OF BLACK AND BLACK-WHITE POPULATIONS: AN ANNOTATED BIBLIOGRAPHY OF DOCTORAL DISSERTATIONS

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Preface

The seven years since the enactment of ESEA Title I in 1965 provided a unique opportunity for anthropologists, sociologists, psychologists, political scientists, educators, and others to attempt to find answers to unanswered questions about the teaching-learning process, especially in relation to minority group children and youth and to students from low socioeconomic backgrounds. Not only did the law provide extensive funds for compensatory and innovative programs, but it also mandated built-in evaluation measures. The flood of new programs provided fertile grounds for doctoral dissertation research on the education of the disadvantaged.

The plaintive cry of most students completing doctoral dissertations has been "all that work and where does it lead?" Bits and pieces of research throughout the country are entombed in Dissertation Abstracts International and in university libraries with only upcoming doctoral students forced to survey what has been done so that new outlines will not duplicate what has already been completed.

The ERIC/IRCD staff, believing that much could be learned about doctoral research itself, about children, and about educational programs, decided to attempt to provide comprehensive collections of abstracts in those areas of special interest to the Center. This document is one of several being prepared for a new series of publications entitled ERIC/IRCD Doctoral Research Series.

The first step taken was to do a computerized search, using the Datrix system, of the available tapes of Dissertation Abstracts International from 1965 to 1969 employing the following special descriptors: black, Puerto Rican, Mexican American, inner city, poverty, ghetto, urban, slum, rural, Negro, American Indian, and disadvantaged. The computer printouts of the resultant lists were then screened to eliminate all except those abstracts which clearly related to educational programs for the disadvantaged.

A hand search was then conducted for documents appearing in the January 1970 to June 1972 volumes to bring the collection as up to date as was possible at that time. Descriptors used for the hand search were: disadvantaged, desegregation, inner city, black, Negro, American Indian, Mexican American, Puerto Rican, (Spanish surname added later).

In all, over 700 abstracts were photocopied, sorted, and indexed. All indexing in Dissertation Abstracts International is based on titles rather than on abstracts. There are limitations resulting from the omission of other descriptors and computer or human oversight.

It is expected that each of the collections will, by providing all related abstracts in one document, be of value to many lay, professional, school, and university groups.

Dissertations may be bought in microfilm or hard copy from University Microfilms, 300 N. Zeeb Road, Ann Arbor, Michigan 48106. Order numbers have been provided for each dissertation at the end of the citation. Prices have not been indicated because of past or possible future changes. In addition, dissertations may frequently be borrowed on inter-library loan from the sponsoring universities.

Each collection is organized in the following way. Documents are first grouped under main topics. Under the main headings, abstracts are presented in order of year of completion. Where a number of abstracts appear under a topic and in the same year, they are then arranged in alphabetical order by name of author. There is also a subject index, which includes several references for each abstract, an author index, and an institution index.

In the interest of objectivity and comprehensiveness, all appropriate documents have been included even though many present conflicting views, and do not necessarily represent the Center's policy or position.

The Center would like to be informed of other appropriate dissertations in these categories since there are plans to update and supplement these collections in the future. The name of the author, the title of the dissertation, and the month and year of completion is the only information required.

Other bibliographies in this series are:

Mexican Americans: An Annotated Bibliography of Doctoral Dissertations. 83p. ED 076 714 (MF $0.65; HC $3.29).

School Desegregation: An Annotated Bibliography of Doctoral Dissertations. 142p. ED 078 098 (MF $0.65; HC $6.58)

Early Childhood Education for the Disadvantaged: An Annotated Bibliography of Doctoral Dissertations. 202p. ED 079 438 (MF $0.65; HC $9.87).

Curriculum and Instruction for Minority Groups: An Annotated Bibliography of Doctoral Dissertations. 103p.

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Black Populations
Reading and Language Arts

1. McCloskey, Elinor Florence. A Study of the Free Reading Interests of Sixth Grade Negro Boys Living in Disadvantaged Areas in the City of New York. Columbia University, 1966. 424p. Adviser: Professor Margaret Lindsey. 67-5539.

The subjects of this study were 120 sixth grade black male students attending public schools in disadvantaged areas of New York City. Interviews were conducted on a one-to-one basis by a white female investigator; responses to ten pretested questions were classified and tabulated into pertinent categories. Students in the upper and lower quarters were determined on the composite basis on reading test scores, intelligence scores, and the schools' estimated level of academic achievement. Analysis of responses resulted in conclusions among which were the following: these boys reported they liked reading because they thought reading would help them meet their perceived present and future needs--academic, economic, and/or occupational; definite differences were found between responses of upper and lower quarter students; disadvantaged black boys evidenced strong interest in non-fiction book categories; fiction was most often discussed by the upper quarter boys; and, textbooks, although not included in the interview questions, were cited by a number of boys in both positive and negative terms.

2. Hall, Joseph Clarence. A Comparative Study of Selected Measures of Intelligence as Predictors of First-Grade Reading Achievement in a Culturally Disadvantaged Population. Temple University, 1969. 149p. 70-16,669.

This study tested the following operational hypotheses: that there will be a positive correlation between the scores on each of the following tests and chronological age--Peabody Picture Vocabulary Test, the Goodenough-Harris Drawing Test, and the Revised Visual Retention Test; that there will be a relationship between the scores on those latter tests and reading achievement as measured by the Stanford Achievement Test, the Informal Reading Inventory, and the Daniel's Word Recognition List at the end of grade 1; that correlations between each measure of intellectual functioning and achievement in reading will be different; and, that the several measures of intellectual functioning combined will correlate more highly with reading achievement than will any single measure. The subjects were 46 black children between the ages of 5-8 and 7-3 and who were first graders in a lower class SES urban school district, the subjects being equally divided in regard to sex. Results revealed the first hypothesis correlations to be insignificant, data seemed to support the conclusion that reading achievement is significantly correlated with the three verbally desaturated measures as indicated in the second hypothesis; the third hypothesis correlations were found to be insignificant; and in the case of the fourth hypothesis, with the exception of two measures of reading achievement, the several measures of intellectual functioning combined correlated more highly with reading achievement than any single measure.

3. Smitherman, Geneva. A Comparison of the Oral and Written Styles of a Group of Inner-City Black Students. The University of Michigan, 1969. 157p. Adviser: A.S. Dunning.

70-14,645.

Fourteen black, inner-city, Detroit junior high students, all of whom speak black English, were chosen as the population for this investigation. Each student was interviewed for approximately an hour and recorded on tape. 1,000 words from each interview were excerpted for analysis, and 1,000 words of classroom writing per student were selected, making a total of 28,000 words. These data were subjected to an analysis of style, comparing speech and writing in terms of the distribution of word classes, verb-adjective ratio, variation and complexity of word classes, types and patterns of sentences and clauses, ratio of subordination, and distribution of clause markers. 8,000 words were subjected to a grammatical analysis, comparing speech and writing in terms of verb usage, noun and pronoun usage, the presence or absence of double constructions (e.g., double negatives), and adjective and adverb usage.

On the level of stylistic structure, the results indicate significant differences between the oral and written styles of the subjects studied. For instance, writing contained more adjectives and more subordinate clauses. On the level of grammatical structure, the results indicate a tendency toward oral and written differences in the use of black English patterns. For instance, speech evidenced a far greater percentage of dialectal uses of be (as finite verb, its omission as auxiliary and linking verb, and non-agreement of its forms).

4. Bradley, Hayworth Lee. Verbal Concept Learning Among the Disadvantaged as a Function of Stimulus Prediffere[illegible]. Michigan State University, 1970. 105p. 70-20,441.

Eighty Negro 7th graders who were matched on IQ, reading level, chronological age, and SES were randomly assigned to one of four pretraining conditions: equivalence labeling, distinctive labeling, observation, and no pretraining. Following pretraining, subjects were given a concept learning task in which they were required to indicate what common concepts a set of words referred to. Results indicated a significant main effect due to pretraining. Equivalence learning was superior to all other conditions in facilitating concept learning. Trends indicated that the observation pretraining was superior to distinctive labeling and no pretraining in promoting concept learning; also, that no pretraining was superior to distinctive labeling in facilitating concept learning. Other results obtained indicated a multiplicative relationship between pretraining and concept complexity. Significant main effects were also observed for concept complexity, and trials. The main conclusion that derives from the present study is that verbal concept learning among the disadvantaged can be greatly facilitated by stimulus pretraining.

5. Jarrell, George Robert. A Study of the Effects of Selected Factors on the Achievement Test Scores of Disadvantaged Youth. University of South Carolina, 1970. 87p. 70-19,598.

The entire ninth grade (N=162) of an all-Negro rural high school in South Carolina were randomly assigned to four large experimental groups. Half of each large experimental was randomly selected to a pretest, Form W of the 1964 revision of the Stanford Achievement Test, Advanced Battery. These eight groups dichotomized as to sex constituted the

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sixteen groups tested. The two questions formulated for answer in this study were: what are the effects of sex, pretest experience, motivational information, and test-taking skills on the achievement scores of disadvantaged youth? How do the stated variables interact with each other to affect the achievement scores of disadvantaged youth? Sex was the only factor which produced significant differences in posttest data. The provision of either a pretest, motivational information, or test-taking skills did not result in significant differences in posttest scores. Significant interaction between motivational information and test-taking skills revealed that the provision of either to disadvantaged children resulted in improved performance on achievement tests; a second significant interaction between the pretest experience and motivational information indicated a tendency for those disadvantaged children who had been given the pretest to do better when this was followed by motivational information.

6. DeStefano, Johanna Sue Wilson. A Sociolinguistic Investigation of the Productive Acquisition of a School Language Instruction Register by Black Children. Stanford University, 1970. 121p. 71-12,883.

The population sample consisted of 180 lower class, racially isolated Black ghetto children living in Oakland, California, since four or five years of age. There were sixty students in each grade (1,3, and 5), thirty females and thirty males. Five linguistic variables part of the ghetto vernacular registers and having semantic equivalents in the Language Instruction Register were selected for investigation. They were: Variable 1, negative verb with negative indefinite pronoun; Variable 2, embedded indirect question with absence of if; Variable 3, have absence in been environment; Variable 4, [1] absence in Pronoun' [1]⌜+ verb environment; Variable 5, [ks] and [ts] absence in final -sks and -sts environments. Eleven others from the collected data were later selected for investigation.

The instrument for data collection was a tape recorded repetition task of fifty sentences. Twenty-five were experimental sentences containing the Language Instruction Register equivalents of the five vernacular variables listed above; twenty-five were control sentences. The treatment consisted of a white female experimenter presenting to each student individually the sentence repetition task and taping the responses. The task situation was designed to approximate Language Instruction Register classroom learning conditions.

For Variable 1, approximately 88 percent of the students' responses were made in Language Instruction Register forms. For Variable 2, the students made approximately 42.8 percent Language Instruction Register responses. For Variable 3, approximately 65 percent of the responses made by the students were Language Instruction Register forms. For Variable 4, the students made 3 percent Language Instruction Register responses, and for Variable 5, 2 percent. The multiple analysis of variance performed on these five variables indicated that age (grade in school) was the only statistically significant independent variable. Eleven other linguistic variables were also analyzed.

7. Gillion, Hanna E.J. The Relationship Between Perceptual-Motor Ability and Academic Achievement of Certain Disadvantaged Rural Negro Children. University of Alabama, 1970. 169p. 70-17,939.

The California Achievement Test (CAT) and the Purdue Perceptual Motor Survey (PPMS) were administered to a group of 127 grade two Negro students. It was hypothesized that there was no statistically significant relationship between perceptual motor ability and academic achievement. The Pearson correlation coefficient method of analysis was used. On the basis of the findings, the following were among the conclusions reached: there was a significant relationship between scores on the California Test and the Purdue Survey; there was no significant relationship between the Body Image section of PPMS and reading, arithmetic, and language sections of CAT; there was a significant relationship between the Perceptual Motor Match section of PPMS and the reading section of CAT; and, there was a strong relationship between the Perceptual Motor Match section of PPMS and the arithmetic and language section of CAT.

8. Perlin, Seymour Jay. A Comparison of the Reading Achievement of Negro Children Born in the South With the Reading Achievement of Negro Children Born in the North. New York University, 1970. 117p. Advisor: Professor John Benben. 71-13,620.

Data on the place of birth, elementary school attended and reading test scores was taken from the New York City public school record cards. Additional data related to socio-economic variables was elicited from responses to a questionnaire mailed to the parents of the children. A series of Analyses of Variance were conducted to determine whether northern born children achieved on a higher level than southern children and to determine whether length of attendance in northern schools closes the gap in achievement between southern and northern children. A correlation matrix with 22 socio-economic variables was used to determine whether specific variables affect the reading achievement of Negro children.

Four hypotheses were tested to determine whether Negro children born and raised in northern urban communities until they are of school age will attain a higher level of reading achievement than Negro children born and raised in the south until they are of school age, whether southern urban children attain a higher level of achievement in the New York City schools than southern rural children who moved to New York, whether Negro children who come to New York from the south catch up in reading achievement with Negro children born and raised in New York and whether size of family and economic status affect the reading achievement of Negro children. Negro children in medium socio-economic status families from New York achieve on a higher level than do medium socio-economic Negro children who come from the south. Although the level of confidence was high, the number of subjects in the study was small. There is no significant difference between northern and southern children from low socio-economic groups. There is no significant difference in reading ability between children who came from the rural south and the urban south. The longer southern children remain in New York City schools the farther they fall behind the New York children. The smaller the family size the higher the reading ability of a child. The higher the family income the higher the reading ability of the child. The higher the educational level of the mother the higher the reading ability of the child.

9. Ramsey, Andrew Boggs. The Relationship of Speech Training to Written English of Selected Sixth Grade Negro Students. The Florida State University, 1970. 157p. Advisor: Professor Marian Black. 70-20,085.

The limitations to the study are: (1) The Blountstown Elementary School is a small rural school with an enrollment of approximately 500 white and 80 Negro studens. (2) It has only one part-time speech teacher, who has the responsibility for assisting pupils in correcting certain identified speech habits unacceptable in the community. (3) A room ten feet by twelve feet was provided for the instructional purposes dealt with in this study, thus limiting the size of the experimental group. The null hypothesis was that there would be no significant difference between the performance at the .05 level on written compositions of members in Group I, who have received speech training, and those in Groups II and III, who have not received speech training. In this study eight Negro students from the sixth grade of the Blountstown Elementary School were selected as an experimental group. Eight Negro students with similar backgrounds and characteristics were also selected for one control group, Group II; eight similar white students, for a second control group, Group III.

The participants in the experimental group were given six months of speech instruction. They and the speech teacher met in the classroom daily for a 30-minute period of speech instruction focused on speech patterns used in Standard English. Examples of two compositions written by all of the participants in the three groups of the beginning and at the end of the study were received. The scores obtained from the compositions written by each participant at the beginning and at the end of the study were compared. The scores were derived from the decrease in the number of mistakes between the compositions written in September, 1968, and the compositions written in March, 1969.

The null hypothesis advanced for investigation in this study was rejected by the Sum of Ranks Test in favor of Group I at the statistically significant levels of .01 between Groups I and II, and .02 between Groups I and III; hence, in this instance, speech training made a significant difference in decreasing the errors made on written compositions by the experimental group over a six-month period.

10. Stocker, Dolores Sandoval. Responses to the Language Experience Approach To Reading by Black, Culturally Different, Inner-City Students, Experiencing Reading Disability in Grades Five and Eleven. Indiana University, 1970. 296p. Adviser: Dr. Ruth G. Strickland. 71-6913.

This study focused upon Black, culturally different, inner-city students who were disabled readers. Special stimulus materials were developed which encouraged written and pictorial expression of their ideas, needs, concerns, and fantasies. Twenty students were selected to participate in the study. Ten fifth grade students from a Title I junior high school in an urban renewal area and ten eleventh grade students from a feeder high school in the inner city were chosen by their teachers according to previously determined criteria. Seven twenty-five minute periods were used to complete fifteen projects. These projects utilized stimulus materials especially designed to stimulate written and pictorial responses. These materials included linguistically based stories written by the researcher, worksheets soliciting written and pictorial responses, problem-solving worksheets, and reactor

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worksheets. Some of the language skills and linguistic features used incorrectly or lacking were: confusion of letters of the alphabet, lack of the concept of what constitutes a sentence, infrequent capitalization (particularly on the part of the fifth grade students), tendency to spell words inconsistently, although they often spelled words as they pronounced them, and a vocabulary level of grade three for the fifth grade students and grade six for the eleventh grade students, according to the Dale and Eichholz scale of words children know. The eleventh grade students had a better grasp of the function of inflectional endings; there were instances of invariant Be, possessive marker absence, zero copula and auxiliary, and -z ommission at both grade levels. Evidence of the existence of a variant phonological system was not consistent. In choosing topics, at both age levels "self" was their overwhelming concern. Family, friends, and school followed next in popularity. Recreation, was an all encompassing topic and the Black image was a recurrent theme.

It was concluded that students who had experienced severe reading failure could be motivated by stimuli to write and illustrate stories, poems, and essays, and read their own materials. Also, some of the students produced small, eloquent descriptions of their lives and environments. A conclusion could be drawn that the positive response was due to their being approached at their own cultural and interest levels.

11. Alston, Dorothy Jean. A Comparison of Motor Creativity With Verbal Creativity and Figural Creativity of Black Culturally Deprived Children. University of North Carolina at Greensboro, 1971. 153p. Adviser: Dr. Gail Hennis. 71-26,932.

Subjects of the study were 26 boys and 24 girls, aged 10 through 12 enrolled at Newbold Elementary School, Fayetteville, N.C. The tenability of the null hypotheses that state that significant relationships do not exist between (1) the correlation coefficients for girls, for boys, and for the total population, respectively, among verbal, figural and motor creativity; (2) the regression coefficients for girls, boys, and the total population, respectively, among motor creativity and a combination of other creativity variables were investigated, as was the tenability of the null hypothesis that states that significant differences between the mean of boys and girls on verbal creativity, figural creativity and motor creativity do not exist. The Torrance Tests of Creative Thinking, Verbal Form A and Figural Form A, and the Wyrick Test of Motor Creativity were selected for data gathering.

Among the major findings were the following: variables measured by the verbal creativity and figural creativity test batteries can be used to predict motor fluency for girls, motor originality for boys, and motor creativity for the total population and for the boys' group; motor creativity and verbal creativity batteries assess similar qualities to a moderate degree for the total population, and for boys and girls separately; there is an apparent lack of relationship between verbal and figural creativity for girls; and, there are no significant differences between the mean of the boys and the girls with reference to aspects of verbal, figural, and motor creativity.

12. Holmes, Elizabeth Ann. A Study To Determine the Effects of Pre-Reading Comprehension and Post-Reading Comprehension of Black High School Seniors. The University of Oklahoma, 1971. 159p. Adviser: Professor Richard P. Williams. 72-14,109.

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One hundred seniors at Douglass High School were administered a pre- and post-test treatment of 25 questions over five reading selections to ascertain their comprehension before and after reading. The null hypothesis used was that there was no significant difference in pre-reading comprehension and post-reading comprehension of black high school seniors as a total group, by instructional level and sex. Results justified rejecting the null hypothesis at the 0.05 level of significance as there was significant difference between pre- and post-reading comprehension of black high school seniors in a total group, by instructional levels and by sex.

13. Moore, Louise Moore. The Relationship of Selected Pupil and School Variables and the Reading Achievement of Third-Year Primary Pupils in a Desegregated School Setting. University of Georgia, 1971. 148p. Adviser: Ira E. Aaron. 72-11,018.

Null hypotheses were generated for each of two samples to explore the relationships existing among the variables, which included race and sex of the pupil, racial composition of the class, number of years the pupil had been in a desegregated setting, mental age, and prior reading achievement in word meaning, paragraph meaning, and word study skills. The variables were the same for both samples with the exception of mental age which was utilized as a variate in Sample A only. The criterion for rejecting a null hypothesis was the .01 level of significance. The subjects drawn for the two samples were pupils in the third-year primary program enrolled in twenty-two elementary schools in the DeKalb County School System, a large suburban system located in Georgia. Sample A included those pupils for whom mental age data, as well as achievement data, were available. This sample was composed of 235 pupils of which 58 were black males, 64 were black females, 54 were white males, and 59 were white females. Sample B included those pupils for whom achievement data for two successive years were available. Sample B was composed of 87 black males, 106 black females, 73 white males, and 87 white females which resulted in a total of 353 subjects. In both cases all available black subjects were included and a stratified sampling procedure was employed for selecting the white subjects from the available pool. Scores obtained from the systemwide annual testing program of the school system provided the test data for the investigation. The reading achievement test data for both samples were secured from the Word Meaning, Paragraph Meaning, and Word Study Skills subtests of the Stanford Achievement Test, Primary II Battery, and the Stanford Achievement Test, Intermediate I Battery. The mental age data utilized for Sample A were secured from the Otis-Lennon Mental Ability Test, Elementary I Level.

As would be expected, prior achievement variables accounted in most instances for a significant proportion of the variance. For Sample A race and years desegregated accounted for a significant (.01 level) additional proportion of word meaning variance, and mental age for word study skills variance. In the analysis for Sample B the variable, other than prior achievement variables, accounting for a significant additional proportion of word meaning variance was percent black. An inspection of the correlation matrices reveals negative correlations between percent black and the criterion measures at the .01 level, but the relationship can only be considered indifferent or negligible. A slight inverse relationship is noted between the criterion measures and years desegregated but the relationship failed to reach significance. Further analysis of the data indicate that these phenomena are possibly a result of socioeconomic factors rather than any other.

Black Populations
Self Concept

14. Washington, Justine Wilkinson. Self-Concepts and Socio-Economic Status of Negroes Enrolled in Grade Six in Public Schools of Richmond County, Georgia. The University of Oklahoma, 1965. 176p. Adviser: Professor Mary Clare Petty. 65-11,694.

The Index of Status Characteristics and Index of Adjustment and Values were administered to the total sample of 1,004 Negroes enrolled in Grade 6 in thirty-four classrooms in twelve schools in Richmond County, Georgia. Data for 992 subjects were analyzed statistically. The twelve upper socio-economic status subjects' data were omitted from the statistical analysis. Two null hypotheses were formulated. Analysis of variance, using F values, was used to test the first hypothesis: There is no statistically significant difference between mean total scores for the middle and lower socio-economic groups on the following dimension of the IAV: "Real" self-concept and "Ideal" self-concept. Chi-square was used to test the second hypothesis: There is no statistically significant difference in the frequency of subjects falling in the four IAV categories by socio-economic status.

A relationship existed between self-concepts and socio-economic status. The percentage of Negroes holding positive "real" self-concepts and high "ideal" self-concepts was significantly larger for the middle socio-economic class than for the lower class. The null hypothesis was rejected. The middle socio-economic group showed a significantly larger discrepancy between their self-regard and aspirational level than the lower class which showed more self-satisfaction. For the (- +) category, the percentage of cases was significantly larger for the lower socio-economic class which rejected itself but felt that their peers were more accepting of themselves. The null hypothesis was rejected for the (- +) category. The percentages between the socio-economic groups for IAV categories (+ -) and (- -) failed to differentiate significantly. Therefore, the null hypothesis was accepted. To about the same degree both groups in the (+ -) category were self-accepting but felt that their peers were less self-accepting. To about the same degree both groups in the (- -) category showed below average self-acceptance and believed their peers were less accepting of themselves.

15. Gilliland, Burl Eldred. An Evaluation of the Effects of Small Group Counseling With Negro Adolescents. The University of Tennessee, 1966. 225p. 67-1364.

This investigation sought to determine whether small group counseling for an academic year could produce statistically significant changes in: academic achievement in verbal skills as measured by the Cooperative English Achievement Tests; school grades; occupational aspirations as determined by the Occupational Aspiration Scale of Haller and Miller; vocational maturity as measured by the Vocational Development Inventory of Crites; self concept; school attendance; and, movement or change of counselees' expression of feeling or involvement between periods in the study. Two experimental (7 boys and 7 girls each) and two control (8 boys and 8 girls each) groups were randomly drawn from the Negro population of a large, competitive, academically oriented public high school in Oak Ridge, Tennessee. Experimental groups participated in group counseling with the same male counselor one hour each week for 36 weeks, while control groups received no counseling. Pretests and posttests were administered to all subjects. Group counseling was concluded to be

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an invaluable resource in improving the academic achievement and coping behavior of Negro adolescents. Among the findings were: experimental groups showed gains, compared with control groups, at the 0.01 level of significance, in verbal skills, occupational aspiration, and vocational maturity; gains in grade point averages approached significance; experimental subjects showed a decline in self concept; and, no appreciable differences in attendance percentages were noted between the groups.

16. Miller, LaMar Perry. An Investigation of Non-Intellectual Factors in the Education of Selected Negro High School Students. The University of Michigan, 1968. 195p. Adviser: Stanley E. Dimond. 69-2357.

Questionnaires were administered to 429 Negro students from two southeastern Michigan suburban high schools which comprised 226 and 203 ninth and eleventh graders respectively. One school had a population that was predominantly Negro while approximately 20 percent of the population of the other school was Negro. The questionnaire included an Intellectual Achievement Responsibility scale (IAR) that is designed to determine whether a student feels that he is responsible for his academic success or failure, or whether he feels that the school as represented by teachers, parents and peers are responsible.

Intellectual achievement responsibility appears to be an independent measure. The findings in this investigation lead to a general conclusion that IAR is not consistently related to the non-intellectual factors identified in this study. The evidence, however, supports some specific conclusions that are important with regard to this population. The conclusions are that: IAR is not related to intelligence as measured by the California Test of Mental Maturity or academic success as measured by grade point average; apparently, among Negro high school students there is a high sense of control of academic success or failure but it is not necessarily associated with performance in school; IAR is not positively related to self-esteem although a moderate relationship exists between self-crediting responses or success and self-esteem; Negro students in this study seem to possess the types of attitudes necessary for academic motivation: interest in education, high self-esteem, and a sense of control of academic environment; IAR is positively related to awareness of upward mobility among Negro high school students; students were well aware of the relationship between achievement, future education, and their chances for success; in addition, they revealed an optimistic outlook of the future; IAR was not positively related to concerns for family problems; there was a reluctance on the part of these students to identify problems; and, a high percentage of Negro students in this study revealed a sense of control of environment when measured by the three items used by James S. Coleman in the nationwide study of Equality of Educational Opportunity.

17. Benjamin, Jeanette Ann. A Study of the Social Psychological Factors Related to the Academic Success of Negro High School Students. Northwestern University, 1969. 146p. 70-8.

Purpose of this study was to determine the prevalence of intra-group differences among Negro high school youth living in a Midwestern ghetto community on psychological tests; the extensiveness of various social and psychological differences among the two subgroups,

the academically successful and the unsuccessful, were investigated. Sixty-seven percent of the successful selected (110 in number) were females; whereas 70 percent of the unsuccessful (102 in number) were males--suggesting that academic motivation is related to sex. The social variables: birthplace of students and parents, family status, and parental level of education, and the relationship of these variables to academic success were investigated. Factor of migration was found unrelated to academic success, as was family status to academic success. A small but significant relationship was found between parent level of education and academic success but for the female students only. Thirty-nine psychological variables relating to personality traits, problems, and interests were investigated. Academically successful males had significantly higher means than the unsuccessful males on six scales; successful females had higher means than the unsuccessful on four scales of the California Psychological Inventory. Significant differences between the two male groups, and between the two female groups, respectively, were found on the Kuder Preference Record. The validity of the unsuccessful students' responses is considered questionable due to their low scores on the verification scale. That few differences were found between successful and unsuccessful students in this study is attributed to the many commonly shared environmental and societal influences, and to the inability of standardized instruments to detect real differences.

18. Heffernon, Andrew William. The Effect of Race and Assumed Professional Status of Male Lay Counselors Upon Eighth Grade Black Males' Perceptions of and Reactions to the Counseling Process. University of California, Berkeley, 1969. 127p. 70-17,478.

Eight lay counselors, 4 black and 4 white, using the Rogerian "necessary and sufficient" therapy conditions, met weekly with their black counselees (8th grade black students) in nondirective group counseling sessions. Each counseled two groups of three subjects, presenting himself to one as a lay citizen and to the other as a professional counselor; this yielded four counseling conditions--black-lay, black-professional, white-lay, and white professional. The study included both a control group and a Hawthorne group. Data supported only the hypothesis that there will be significantly greater positive change in scores and grades for the lay subjects than for the professional subjects and for subjects having black counselors, than for subjects having white counselors. It was concluded that while most blacks are readily acceptable as counselors by black counselees, there are some whites who can be effective in overcoming the disadvantage of race.

19. Moates, Hugh Lamon. The Effects of Activity Group Counseling on the Self-Concept, Peer Acceptance and Grade-Point Average of Disadvantaged Seventh Grade Negro Boys and Girls. Auburn University, 1969. 143p. Adviser: Hugh Donnan. 70-1932.

The sample consisted of sixty disadvantaged seventh grade Negro boys and girls who were equated with respect to age, sex, I.Q., and academic aptitude. The subjects were assigned to two experimental and two control groups and were stratified according to sex. There were fifteen subjects in each group. The experimental groups received twenty sessions of activity group counseling while the control groups received none. Pretest and posttest data were collected. The Junior High School Index of Adjustment and Values

and the Self Evaluation Test were used to measure changes in the self-concept; an experimenter-designed sociometric instrument was used to assess changes in peer status; and grade-point averages were computed to determine changes in academic performance. Null hypotheses were formulated and tested to determine statistically significant differences among the mean scores of the experimental and control groups and to determine statistically significant interaction between treatment and sex on the fourteen dependent variables tested. The data were analyzed in a 2 x 2 factorial analysis of variance and in a 2 x 2 chi-square contingency table. The .05 level of confidence was used as the criterion of rejection for each of the stated hypotheses. An analysis of the data revealed that seven of the null hypotheses were rejected--five on the self-concept and two on the sociometric variables. The hypothesis on the grade-point average was not rejected.

20. Manning, Jean Bell. The Influence of a Short-Term Program To Improve the Self-Concept of Selected Negro Children. North Texas State University, 1970. 159p. 71-561.

One hundred Negro children in grades two through six were randomly selected to participate in this study. They were equally divided into experimental and control groups. The experimental group participated in a short-term program of study and activity designed to improve self-concepts. At the end of the four-week term, the Self-Esteem Inventory by Coopersmith was administered to the experimental and control subjects. The same form of the test was administered again fifteen weeks later to all in their respective schools. Hypotheses one and two predicted that the experimental subjects would not exhibit a significant difference in total self-esteem and four sub-scales when compared with the control groups on the initial test. Of the five scales of the Self-Esteem Inventory, one was found with a t ratio which was significant at greater than the .05 level in favor of the control group rather than the experimental. Hypotheses three and four predicted that the experimental subjects would not exhibit a significant difference in total self-esteem and four sub-scales when compared with the control groups on the retest. Of the five scales of the Self-Esteem Inventory, four were found with a t ratio which was significant at the .05 level and higher. The fifth hypothesis of the study predicted that the experimental subjects would not exhibit a significant difference in mean gain when compared with the control subjects. A significant difference was found at the .05 level and higher indicating that the experimental group made significant gains. The sixth hypothesis predicted that the mean gain in the total self-esteem scores of the second, third, and fourth-grade experimental subjects will not differ significantly from the mean gain in the total self-esteem scores of the fifth and sixth-grade experimental subjects. The mean gain for the first three grades was found with a t ratio which was significant at the .05 level. The research findings are discussed relative to self-esteem in the Negro and the need for further research in the area. It is concluded that a short-term program of study and activity can influence concepts of Negro children.

21. Nails, Odell. Positive Self Concept as an Influence For Academic Achievement in Inner City Schools Jefferson Jr. High School/Whittier Elementary Complex (An Institutional Analysis). Wayne State University, 1970. 151p. Adviser: Dr. Theodore Rice. 71-17,291.

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This study is an institutional analysis of Jefferson Junior High School/Whittier Elementary School complex--an all black inner city school complex located in the extreme southern end of the city of Pontiac, Michigan. The junior high school, one of the six in the Pontiac System has an average enrollment of five hundred twenty-five students in grades seven, eight and nine. The sixth grade of Whittier Elementary School--an all black feeder elementary school with an average enrollment of four hundred fifty students, is represented through the utilization of the sixth grade only. All classes represented in the study showed improvement in self concept after being subjected to school-sponsored programs deliberately designed to improve their self concept. These findings are also reflected in data from the State Assessment Tests. Results from the teacher opinionnaires indicate important changes in teacher-perceived self concept; and in the development of teacher expectations. The results from the academic tests showed improved achievement in all grades presented. The greatest improvement was found in the numerically higher grades.

22. Smith, Merle Edward. The Effects of An Experimental Program To Improve Self Concept, Attitudes Toward School and Achievement of Negro Fourth, Fifth and Sixth Grade Students. The University of Michigan, 1970. 125p. Adviser: William Morse. 71-4736.

The design of the study called for collection of data from the experimental group and one control group. Pre and post data were collected on a total of 353 students. The major variables investigated in the study included self concept, attitudes toward achievement and reading achievement. Other variables studied were those of economic status, mother's educational status, presence or absence of a father in the home and grade point averages. Data were examined through use of analyses of variance, analysis of covariance and chi square analysis. The results of the study were the following: (1) at the conclusion of the experimental program the experimental group viewed themselves in a more positive manner in regard to their academic competence and adopted a more positive view of their physical appearance when contrasted with the control group; (2) there was no significant difference between the two groups in terms of their overall attitudes toward achievement; the control group did evidence more acceptance of responsibility for their school performance; (3) at the conclusion of the school term there were no significant differences between the two groups in school performance as measured by standardized reading achievement tests. The experimental group did show significantly higher achievement when achievement was measured by grade point average; and, (4) when students who evidenced positive change in self concept were contrasted with those who demonstrated no change or negative change, it was found that the change groups did not differ in terms of intelligence, achievement, grade level, economic status, family status or parental educational status. Within the experimental group, girls showed more positive change than boys.

23. Franco, John Martin. A Description of Project Beacon: A Program Designed To Improve Self-Concept and Academic Achievement In Negro Children. The University of Rochester, 1971. 199p. 72-791.

Although this study was not developed on an experimental basis, it did indicate some improvements of pupils in the project when compared to groups of pupils from the same

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schools. The hallmark of this study was the emphasis on the importance and relationship of self concept theory to the elementary school curriculum. It addressed itself to one of the conflicts in our schools--that of teaching knowledge and skills and of helping pupils achieve success through self concept improvement. The study concluded that teachers must be helped to understand that it is possible to teach a positive sense of self, that an individual's notions of self concept are a function of his experiences, and that teachers must be made aware that they are molding the concepts that children have of themselves.

24. Jones, John Frank. A Descriptive Study of the Climate Within a Detroit Inner City Junior High School, as Revealed by the Reporting of Undesirable Incidents and Class Reports of a Racially Changing Administration and Implications of Such a Climate for the Self-Concepts and Achievements of Black Students. Wayne State University, 1971. 213p. Adviser: Dr. Lisle Crawford. 71-29,753.

The design of this study emphasized an exploratory approach as opposed to a statistical and quantitative approach; only one racially changed administration in one school alone was studied; basic sources of data were class reports completed by both black and white administrators, undesirable incident reports completed by both black and white assistant principals, and various reports completed by teachers, counselors, social workers, and students during both black and white administrations. Based on the findings, the following were among the conclusions arrived at: assignments based on race lead to increased assignments based on the same race factor; there was no difference discovered between how the staff viewed the race of the chief administrator; the difference, if any, was how the administrator viewed the student body; and, the data was not conclusive to determine the importance of how students respond to a racially changing administration.

25. Roberts, Albert. The Self-Esteem of Disadvantaged Third and Seventh Graders. Emory University, 1971. 87p. Adviser: Boyd R. McCandless. 71-27,794.

The major purpose of this study was to evaluate the effects of a success oriented behavior modification technique on the self-esteem of third and seventh grade children in the Edgewood-Kirkwood section of East Atlanta. A secondary purpose was to test a number of hypotheses common in or logically derived from the literature for disadvantaged Blacks. The experimental group consisted of 75 seventh grade students, 40 males and 35 females; and 50 third grade students, 16 males and 34 females. The local control group (within the same schools as the experimental subjects) consisted of 97 seventh grade students, 56 boys and 41 girls; and 51 third grade children, 29 girls and 22 boys. The distal control group was located in a neighboring school, and there, 28 seventh grade boys and 39 girls and 26 third grade boys and 27 girls served as subjects. All subjects were disadvantaged Black children who would have attended these same classes if there had been no special project. At the third grade level, the teachers and assistant-teachers reinforced the pupils' correct responses and good conduct with checkmarks and social praise. The seventh grade teachers and assistant-teachers presented tickets to the pupils contingent upon appropriate academic performance and good conduct. Checkmark cards and tickets were exchanged by the students for various rewards. The Piers-Harris Children's Self-Concept Scale was used to measure self-esteem; the Metropolitan Achievement Test, to measure academic achievement;

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and the Nowicki-Strickland Personal Reaction Survey, to measure locus of control. The data were analyzed by the analysis of variance for unequal N (separately by sex). Contrary to prediction, there was no significantly greater gain in self-esteem for the experimental groups during the four month period covered by this study. Changes in self-esteem and standardized achievement were not correlated with each other. There were no significant differences in self-esteem according to sex or age (grade). Locus of control was significantly related to self-esteem--internals scored significantly higher than externals for the Piers-Harris instrument. IQ was significantly related to self-esteem for third graders only. Atlanta Black children scored about the same in self-esteem as a sample of inner-city Harrisburg, Pennsylvania Blacks that was recently studied but not yet reported.

26. Siegler, Seymour. Play Production as a Technique of Group Counselling with Disadvantaged Negro Adolescents. Rutgers University, The State University of New Jersey, 1971. 61p. Adviser: Dr. William Bingham. 72-1099.

Subjects were chosen from among the black juniors and seniors at Red Bank (N.J.) Regional High School who had been selected on the basis of disadvantagement as measured by the Hollingshead Two-Factor Index of Social Position. Subjects with a Hollingshead score of 44 or more, as determined by a screening of student records for pertinent information, were considered as the basic population. Using a table of random numbers, then, six males and six females were drawn for each of three groups: Group A - the play group; Group B - the conventional discussion-type group; and, Group C - the control group. Student schedules were adjusted, parental permission and student cooperation were received which enabled Groups A and B to meet for 44 minutes a day, during a regularly scheduled period, for seven weeks. The experimenter led both groups. Prior to the start of the experimental period, and again during the several days following its completion, classroom groups in which Group A, B, and C members were pinpointed were administered two measures of self concept by cooperating classroom teachers who were instructed not to make any connection between the self concept testing and the experimental groups.

Data from the Self-Concept Rating Scale were analyzed using the Kruskal Wallis one way analysis of variance. Data from the Personal Efficacy Scale were treated by using a 2x3 design for each of five paired items with a chi-square test of independent samples and post-hoc procedures where necessary. Statistical evidence indicated no significant changes between pre- and post-experiment test results. Both groups, however, did evidence interest in the activity, maintained enthusiasm throughout the experimental period, and, in the end, requested that the groups be allowed to continue.

27. Wagener, Ruth Elaine Hoffman. An Experimental Study of the Effects of a Program of Oral Readings of Children's Literature about Negroes on the Self-Concept of Negro Fourth Grade Children. The University of Tennessee, 1971. 104p. Adviser: Professor Paul C. Burns. 72-5496.

The self-concepts of Negro fourth grade students in an elementary school in Austin, Texas were studied to ascertain the effect of 36 sessions, 30 minutes each, of oral reading of literature containing Negro characters, both historical and fictional. The Piers-Harris Self Concept Test, an inventory requiring responses of yes or no to 80 statements about

one's self; the Children's Self-Social Constructs Test, a non-verbal measure of self-social items of horizontal esteem, vertical esteem, complexity, individuation, and identification with mother, father, teacher, friends; and self-drawings in color by the students were used. A pretest and posttest were administered. An experimental group exposed to literature with Negro characters, a placebo control group exposed to literature without Negro characters, and a control group exposed to no oral reading of literature were the subjects for this study. There were 23 pupils in each group. These groups approached equality in terms of race, sex, age, and I.Q.

Analysis of the data obtained from the Piers-Harris posttest scores revealed a lower self-concept of the experimental group at the end of the experimental period. However, scores of the same subjects were significantly higher on the posttest scores of the Children's Self-Social Constructs Test on the items of vertical esteem, horizontal esteem, and identification with mother and friends. Posttest scores of all the groups revealed less complexity, individuation, and identity with teacher at the end of the experimental period and all groups revealed greater identification with father. Children in the experimental group used brown less frequently as their skin color in self-drawings at the end of the experimental period than in their first self-drawings.

Black Populations

Attitudes, Aspirations and Behavior

28. Howell, Hazel Wanner. Black Muslim Affiliation as Reflected in Attitudes and Behavior of Negro Adolescents with Its Effect on Policies and Administrative Procedures in Schools of Two Eastern Cities, 1961-64. Columbia University, 1966. 336p. Adviser: Professor David B. Austin. 66-10,295.

This research was conducted by a series of over sixty interviews, mostly of professional educators, who had had experiences with Muslim students and activities in public schools in Newark and Elizabeth, N.J.; the interviews were not formally structured because the experiences varied widely. The study shows how two different policy structures in the two neighboring cities developed from the handling of the rights of students attending the same mosque under the same leader. The conclusions of the study indicate that the effect of the Black Muslim behavior on school achievement is an individual matter, according to the intensity of sincere religious zeal; the sect provides an outlet for adolescent aggressions; motivation by Muslim dogma causes students to react in a hostile manner; educators have to date developed individual responses to Muslim students. The study has also shown that the thrust of the Black Muslim aggression can provoke wholesome, stimulating effects where negative reactions against them are channeled into positive human interactions.

29. Carwise, Joseph Louis. Aspirations and Attitudes Toward Education of Over- and Under-Achieving Negro Junior High School Students. Indiana University, 1967. 187p. Adviser: Donald C. Manlove. 68-4711.

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Samples of over- and under-achievers were drawn from 439 junior high school students enrolled in an all-black school on the west coast of Florida. Twenty-two each of high ability over-achievers, average ability over-achievers, and low ability over-achievers, and nineteen each of high ability, average ability, and low ability under-achievers were identified. An Inventory of Student Attitudes and Aspirations was developed and administered to all of the categories identified. The Parent Attitude Toward Education scale was administered to the parents of all of the students tested. The findings of the study were as follows: significant differences were found between the atiitude scores of low, average, and high ability students, with gains in ability being followed by gains in attitude scores; over-achievers earned higher scores than under-achievers; parents of students with positive attitudes toward education earned significantly higher scores than those earned by parents of students with negative attitudes; parents of over-achievers earned significantly higher attitude scores than did parents of under-achievers; and, the educational aspirations of over-achievers, and students with high ability and those with positive attitudes were more favorable toward education than those of corresponding groups of under-achievers, and students with low ability and those with negative attitudes. Among the conclusions were that: the educational aspirations of a sample of 105 black students within a low SES setting are as high as those usually expressed by the dominant culture in the U.S.; the academic achievement of students as measured by their grade point averages is influenced by their attitude toward education; support is given to the assertion of other researchers that under-achievement is primarily a male problem; the Inventory of Student Attitudes and Aspirations is a useful and reliable tool in providing data on the attitudes and aspirations of students.

30. Richmond, David M. H. Educational Horizons among Lower Class Negro High School Students. University of Pittsburgh, 1968. 327p. 69-12,715.

The 823 Negro subjects attended a single-race and single-class junior-senior high school within a predominantly black, inner-city ghetto of metropolitan Pittsburgh, Pennsylvania. The principle procedures used were multivariate, intervening variable analysis of survey questionnaire data with emphasis on "break down" tables to provide statistical controls and presentation of all empirical findings. A conceptual mode served to organize the research; the nineteen major research hypotheses derived from the model were supported by the data. Educational horizons were found to be a function of: (1) initial stimulus or constraint by independent factors, which are external to the subjects but constitute their immediate situations, including (a) cultural conditions of deprivation or advantage in the home, and (b) interpersonal relations with persons of social psychological significance, particularly peer influences and parental pressures. It is to be noted that effects of social structural conditions of class and race were controlled prior to study by selecting a population regarded as constrained in educational horizons by these conditions. (2) Intervening stimulus or constraint by the subjects' dispositional or personal characteristics, which modify the linkage between the stimuli or constraints of their immediate situations and their dependent responses, including (a) evaluative predispositions or personal attitudes toward their society, race, school, and self, and (b) personal and contextual characteristics of sex, age, grade, and track or course of study, however, unless these four factors were paired, only track was consistently important to differences in educational horizons.

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31. Jackson, Willie Fred. Relationship of Socio-Economic Level of Negro High School Students to Occupational Choice, Educational Aspiration and Attitudes. The Pennsylvania State University, 1969. 129p. 70-7213.

Data for the study were collected through personal interviews from 648 high school male students in 24 predominantly Negro schools in Mississippi, 75 of these schools being stratified into three geographic areas, and eight schools being randomly selected from each area to give the 24. Twenty-seven high school students from each of the 24 schools were randomly selected from grades 9, 10, and 11 and from the vocational, general, and academic curricula, three students from each grade in each curriculum. More students of the upper SES of home environment chose occupations of professional and managerial categories than those in medium SES. Students of lower SES chose occupations in the machine trade and miscellaneous categories. Educational aspirations of upper SES students were higher than those of medium and lower SES. Upper SES students expressed more favorable attitudes toward patriotism, honesty, and education than did those of medium and lower SES. Families of the upper SES of home environment were better educated, had more jobs in the professional, managerial, and technical fields, earned more money, participated in more activities, belonged to more organizations, and had more living space per person than families of the medium and lower SES levels.

32. Westbrook, Joseph Wilson. An Assessment of the Attitudes of Selected Negro Students toward School and Some Factors that Influence These Attitudes. The University of Tennessee, 1970. 124p. Adviser: Professor Orin B. Graff. 71-376.

The population for this study consisted of 440 sixteen year old students from predominantly black high schools in Memphis, Tennessee. Remmer's (Purdue Research Foundation) "Scale to Measure Attitudes Toward High School" and "An Attitude Scale Measuring Attitude Toward Teachers" were selected to assess student attitudes. Other attitude scales were developed by the investigator to measure attitudes toward curriculum, home, environment and opportunity, and friends and schoolmates. The major findings of the study were that: there were significant relationships among attitudes toward school and teachers; curriculum; home, environment and opportunity; and peers and schoolmates; the relationships were signfficant at the 0.005 level; this population of students had positive attitudes toward school. The tested mean score was 7.12 as compared with the established mean of 5.80; this population had a positive attitude toward teachers; the tested mean of 6.16 was 1.06 points above the established mean; the correlation with attitude toward school was 0.4695; this population had a positive attitude toward home, environment and opportunity; the tested mean was 7.10 and the established mean was 6.10; the correlation with attitude toward school was 0.5495; there was a positive attitude toward curriculum among the students in this study; the tested mean was 6.08 as compared with an established mean of 4.90; the correlation of this variable with attitude toward school was 0.5669; and, this population had a positive attitude toward friends and schoolmates which correlated with its attitude toward school; the mean score was 6.86 against the established mean of 6.10; the correlation with attitude toward school was 0.3783.

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33. Pitts, James Purvis. A Case Study: Analysis of Black High School Students--A Generation of Change. Northwestern University, 1971. 339p. Adviser: Raymond W. Mack. 71-30,918.

This is a study of the extent of black nationalist behavior among Northern urban black adolescents. It is based on cross-sectional survey interviews with 159 respondents who attend the same all-black high school. The total sample is composed of three parts, two of which are drawn from the memberships of two race-focused (black nationalist) organizations which operate in the school. The third part of the total sample is composed of those students who belong to organizations which are a part of the school, but who do not belong to one of the race-focused organizations. Organizational membership of respondents, differentiated along this dimension, is the primary independent variable of the analysis. The relative importance of belonging or not belonging to one of the race-focused school organizations will be evaluated against: (1) socio-economic variables; (2) parents' activity in different types of organizations; (3) respondents' exposure to black nationalist organizations and media outside of school; and (4) respondents' feelings about racial solidarity. The central question of the analysis is the degree to which the organizational behavior and race values of black adolescents can be differentiated by their exposure to and participation in race-concerned organizations with the school.

The study is structured into eight chapters and five appendices. Chapter II presents a brief critique of social scientists' approaches to studying black nationalism and argues for studying blacks within the social context of their interactions with other blacks. Chapter III presents a sampling design which is consistent with the conceptual approach presented in Chapter II. Including the two race-concerned organizations, an attempt was made to interview the entire membership of ten student organizations in the school. A majority of each is actually interviewed. This provides respondents in a specifiable locus of structured interactions. Chapters IV through VII present the different dimensions of the survey analysis, including in the latter chapter, an examination of factors associated with reported participation in a series of school boycotts. The appendices offer several insights into how the research was conducted.

Black Populations
Parental and Cultural Influences

34. Goldaber, Irving. The Treatment by the New York City Board of Education of Problems Affecting the Negro, 1954-1963. New York University, 1965. 277p. 65-7293.

This study hypothesized that in the period 1954 through 1963, the New York City Board of Education was likely to take action on problems affecting the Negro in the Negro's favor when the magnitude of the overt and explicit protest brought to bear on the Board by the Negro was greater than or equal to the magnitude of the problem. Data for the study were drawn from the Negro and general press and the files of the organizations which served as protesting bodies; 35 cases were identified as having taken place in the period

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mentioned. It was learned from the study that chances were between five and ten in a hundred that chance alone could have produced the relationship found between protest by the Negro on a specific problem and action by the Board on that problem. Further data analysis, however, revealed that when the cases were separated into categories of increasing magnitude of the problem, the greater the magnitude of the problem, the less successful was the Negro protest. It was concluded that Negro protesters were more likely to succeed when they protested for improved facilities in or limited movement out of segregation areas, rather than for mass escape from what they considered to be the inferior schools of the ghetto.

35. Jaffe, Bernard David. The Relationship Between Two Aspects of Socio-Economic Disadvantage and the School Success of 8th Grade Negro Students in a Detroit Junior High School. Wayne State University, 1965. 125p. Adviser: Carroll Munshaw. 66-10,112.

On the basis of a questionnaire administered to all 8th grade students in a Detroit junior high school, two matching groups were selected: members of Group A had a gainfully employed father living at home, and those of Group B had no father living at home and depended on public assistance for financial support; Group A was considered to be the non-disadvantaged group, and Group B the disadvantaged group. Data used in this study were those produced by school records and the Iowa Test of Basic Skills. The relationship between school failure and SES, intelligence ratings and SES, school failure according to sex and SES, and school failure and SES with mental ratings constant were tested, using the Chi Square Contingency Test. The following implications were noted: disadvantaged children did not progress academically as well as their non-disadvantaged counterparts; disadvantaged children are educable but their ways of learning differ from those from middle class families; disadvantaged children need intensive help in the area of motivation and the achievement of status; and, school programs and teaching methods must be examined and adjusted to meet the needs of disadvantaged children.

36. Zimbelman, Ernest August. Influences in the Intellectual Development of Negro American Students. University of Oregon, 1965. 220p. Adviser: Dr. Lloyd L. Lovell. 65-12,253.

This study concerns itself chiefly with a survey of the literature that deals with a description or discussion of situations which may be interpreted as having an influence on the intellectual development of Negro American students. The study presents data identifying the present status of Negro Americans as related to the general American scene and discusses the problems involved in the assessment and evaluation of their intellectual achievement. In regard to the latter problem, the data support the conclusion that present testing procedures produce valid data which accurately describe the present and predictive performance levels of Negroes. Conclusions regarding the influences on the intellectual development of Negro American students are given from the following viewpoints: socialization processes, religious background, socioeconomic status, post-educational work opportunities, self and race attitudes, migration and integration, and special programs. The

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data in regard to the socialization process indicate that if an individual does not relate effectively to his environment as a useful part of that environment, then his general effectiveness is inhibited. Negroes generally are not accepted as an intimate and important part of the general social environment. The Christian church has served as a unifying influence in the Negro social structure. In the past, as at present, the influence of the church on the Negro has been in the realm of moral and spiritual encouragement and inspiration. Socioeconomic influence is not a racial factor. Anyone living in an impoverished situation will be affected by the conditions. The nature of the influence is embodied in the concept of "stimulus deprivation." This influence may be considered to have a double effect. First, in the deprived situation there is an absence of many positive factors which could serve to improve the intellectual potential. Secondly, the deprived situation offers many negative factors which may depress the intellectual potential. Job opportunities for Negroes are limited as compared to those of the general population. This situation has resulted in depressing the aspirations and achievement need level of young Negroes. As a result of a poor historical background, segregation, and discrimination, Negroes hold themselves and their race in low esteem. The data related to migration, integration, and special programs demonstrate that when the general environment and learning situation are improved, individuals who have formerly been disadvantaged can make substantial improvement in their intellectual achievement performance. Factors which can contribute to the improvement of the intellectual achievement for the disadvantaged involve improved early environmental opportunities, educational conditions with the stress on improvement of the "self-image," and the development of saleable skills.

37. Buck, Mildred Leona Rogers. The Culturally Disadvantaged Child and Level of School Achievement as Related to the Internal Versus External Control of Reinforcement Personality Construct, Deviant Classroom Behavior, and Parental Attitudes. St. Louis University, 1969. 164p. 70-1843.

The study sample consisted of 50 matched pairs of eighth grade Afro-American students of average intelligence; one member of each pair was categorized as either an adequate achiever or underachiever, based on his score on the Iowa Basic Skills Achievement Test. In general, the results of this research tend to support previous findings in the areas investigated. The findings of the study supported the following hypotheses: that adequate achievers would score higher in belief in their own internal control of reinforcements, while underachievers would score higher in the direction of external control of reinforcements; that teachers would rate adequate achievers higher in positive classroom behavior, attitudes, personality characteristics than they rated underachievers; that those subjects who believed that positive reinforcement was contingent on their own behavior would be more active, striving, and directed toward classroom achievement; that those who felt that negative reinforcement was contingent upon their own behavior would tend to inhibit and suppress their behavior resulting in negative reinforcement; and, that parents of adequate achievers would rate their children significantly higher in competence. The hypothesis that the parents of adequate achievers would set higher minimal standards and attainment values for the achievements of their children was not supported.

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38. Collins, Sister Maria Amata. Achievement, Intelligence, Personality and Selected School-Related Variables in Negro Children from Intact and Broken Families Attending Parochial Schools in Central Harlem. Fordham University, 1969. 210p. Adviser: Valda M. Robinson. 70-11,459.

A questionnaire was administered to Negro children from broken and intact families in grades 4, 6, and 8 of five selected schools in Harlem. A parent questionnaire was also administered. Achievement scores, classroom behavior, and attendance data were obtained from school records. The SRA Primary Mental Abilities Series and the IPAT Personality Questionnaires were also administered. The study sample comprised 300 pupils, 100 at each grade level. This 100 consisted of 25 boys and 25 girls each from intact and broken families, respectively. Data for achievement, intelligence, school behavior, and personality were analyzed by sex and family composition on a double classification analysis of variance program. Findings for the eight areas of concern of the study were as follows. Standardized achievement: there were no significant differences in reading and arithmetic between intact and broken family groups at the 3 grade levels. Teacher-rated achievement: there were no significant differences between the intact and broken family groups in reading; in arithmetic, the intact group scored higher than the broken group at the 6th grade level. Intelligence: a family difference significant at 0.05 level was found for the fourth grade level, the intact group scoring higher. Behavior: no significant differences between the intact and broken groups. Absence: a significant difference at the 0.05 level was found, the intact group having fewer absences--at the 6th grade level. Mobility: intact fourth grade group showed greater mobility at 0.05 level, as did the broken eighth grade group at the 0.01 level. Adult ideal: glamorous adults, and parents were the most popular choices. Personality: no significant differences were seen between intact and broken family groups.

39. Halpern, Stefanie Janis. Achievement and Home Environment of Negro Children from Urban Depressed Areas; An Investigation of the Relationship Between Higher and Lower Achievement in Parochial School and Selected Aspects of Home, Community and School Environment. New York University, 1969. 156p. Adviser: Professor Ralph H. Goldner. 70-15,962.

Selected subtests of the Metropolitan Achievement tests, Elementary, were administered by the classroom teacher to all available grade 3 and 4 children in three parochial schools located in an urban depressed area. Scores were converted into grade-level equivalents. Eighty-eight subjects, divided equally between higher and lower achievers, were randomly drawn and interviewed. Examination of the data revealed that the research failed to establish significant relationships between achievement level and presence of father in the home, the degree of rapport between parent and child, amount of support given by parents to educational goals, and identification by the children with positive authority figures outside of their immediate environment.

40. Sikula, John Paul. Problems of Migrant Negro Students in Northern Urban Schools. Case Western Reserve University, 1969. 250p. 70-26,001.

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This study employed a case-study methodology in carefully examining one "typical" Negro family which has come North. Through separate personal interviews with family members, friends, and acquaintances, this researcher was able to collect data. Interviews, which were held weekly and quite informally in the home, generally focused upon questions which were designed to guide discussions toward gathering the relevant information. The family agreed to allow interviews to be tape recorded and was glad to cooperate with this interviewer who was, they thought, a school counselor. The reliability and validity of data gathered was checked whenever possible and appropriate. One finding is that the case-study family is not necessarily better off in the North than it was in the South. In fact, a good deal of evidence exists to suggest that just the opposite is true. The family came North seeking economic and educational improvements, but it has not really achieved them. The family especially had high hopes that northern education would be able to help them to improve their living conditions, but evidence indicates that this simply did not occur. The heritage of the family led to its generally being very poorly assimilated into northern urban life, and it also contributed to the children having many problems in school.

41. Johnson, Linden Knute. The Relationships Between Selected Characteristics of Sixth Grade Negro Pupils Attending Disadvantaged Area Schools and Negro Pupils Who Have Moved From Disadvantaged Area Schools and Now Are Attending Schools Located in Adjacent Areas. The University of Nebraska, 1970. 137p. Co-Advisers: Dale K. Hayes and Alan T. Seagren. 70-17,730.

The procedures in this study were: (1) reviewing related literature, (2) selecting a sample of the sixth grade Negro students from adjacent and disadvantaged area schools, (3) matching students from the two socioeconomic areas on the basis of chronological age, sex, third grade intelligence and achievement test scores, (4) determining differences in selected characteristics between the two groups through 't' tests, chi square, and correlation of coefficients, and (5) developing a narrative of the results of comparisons between the selected characteristics of the two groups. The study provided data concerned with characteristics which measured the success of sixth grade Negro students from two distinct socioeconomic areas within the public school setting. The research further provided information to support the following conclusions: Negro boys and girls from adjacent area schools achieved at a higher level than similar students from disadvantaged area schools. In the disadvantaged area schools girls achieved at a higher level than boys. There was a high correlation between intelligence and achievement. The students from adjacent area schools had better attendance records than students in disadvantaged area schools. There was a relationship between the number of days absent and the achievement levels of the students. The parents of students who attended adjacent area schools had higher occupational levels than parents of students who attended disadvantaged area schools. Educational levels of parents whose children attended adjacent area schools were higher than those of parents whose children attended disadvantaged area schools. There was a relationship between educational level of parents and their occupational level. The children of parents with higher educational attainments achieved at a higher level than children of parents with lower educational attainments. There was no significant difference in the number of parents in the homes of students from adjacent and disadvantaged area schools.

42. McKenzie, William Noel. The Relationship of Achievement Levels of Black Sixth Grade Students to the Number of Different Schools Which They Attended Within Detroit. The University of Michigan, 1970. 98p. Adviser: Frederick W. Bertolaet. 70-21,724.

The accumulation of student materials, both demographic and test results, from the twelve Title I schools within Administrative Region Dubois were obtained with the permission of the individual school principals. The total second-semester sixth grade student population of 733 students were referred to as the "gross sample size." During the course of investigating the records of the "gross sample," 520 cases were eliminated from the final tabulations for one of the following reasons: the records of 209 students did not reveal a profile for Reading Comprehension on the Iowa Test of Basic Skills; there were 47 students who were not Black; and, the records of 264 students did not reveal a history of unstable home experiences. After the above indicated adjustments were made, there were a total of 213 pupils comprising the research sample. The method of analyses of the research data consisted of tabulating for frequency the reassignment of a student to one or more successive elementary schools, the plotting for level of the academic achievement of a student, and ascertaining the relationships with the use of Regression Analysis, as a statistical procedure, conducted at the .05 Level of Significance.

The use of Regression Analysis was used in order to test the significant relationships for the following three research hypotheses: There is no significant relationship in the Reading Comprehension Levels related to the rate of mobility. The evidence suggests that there was a significant relationship, at the .05 Level of Significance, between boys and girls Reading Comprehension Levels and Total School Moves. Therefore, Hypothesis I was rejected. There is no significant relationship in the Reading Comprehension Levels between boys and girls with equal frequencies of school mobility. The evidence suggests that there was not a significant relationship, at the .05 Level of Significance, in the Reading Comprehension Levels between boys and girls with equal frequencies of school mobility. Therefore, Hypothesis 2 was not rejected. There is no significant relationships in Reading Comprehension Levels related to the timing of "in-session" mobility or "out-of-session" mobility. The evidence suggests that there was a significant F Test Value at the .01 Level of Significance. In view of these findings, Hypothesis 3 was rejected.

43. Clegg, Blanche Edwards. The Effectiveness of Learning Games Used by Economically Disadvantaged Parents to Increase the Reading Achievement of Their Children. University of Washington, 1971. 91p. Adviser: Professor Francis P. Hunkins. 72-15,080.

The subjects for this study were 30 second grade children from a predominantly black, low SES district in the Seattle central area; two classrooms with no significant difference in mean reading scores were selected and children were randomly selected and assigned to three treatment groups; Experimental and Internal Control Groups were assigned from Classroom A, and an External Control Group was assigned from Classroom B. The following null hypotheses were tested in the study: there is no significant difference between the posttest scores in vocabulary, comprehension, composite reading, and IQ of children in the Experimental Group who have played learning games with their parents, and those in the Internal and External Control Groups who have not played those learning games with their parents; there is no correlation between the posttest scores on the three dependent measures with the posttest IQ scores for children in the Experimental Group, the External Control Group,

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and the Internal Control Group; there is no significant difference in treatment effect when scores are blocked on high or low IQ for achievement in vocabulary, comprehension, composite reading, or IQ on the Peabody Picture Vocabulary Test in the Experimental Group, the External Control Group, and the Internal Control Group. The statistical tests revealed the following: children in the Experimental Group who played learning games achieved scores that resulted in significant differences for all variables but comprehension; highly significant positive correlations (Experimental Group) and significant positive correlations were found for post-vocabulary and composite reading with the post-IQ scores; and, significant differences favoring the Experimental Group were found for the main treatment effects for vocabulary, composite reading, and IQ--when divided by high and low IQ. It was concluded that learning games used by economically disadvantaged parents increased the reading achievement and IQ scores of their children.

44. Weeden, Robert Edward. A Comparison of the Academic Achievement in Reading and Mathematics of Negro Children Whose Parents Are Interested, Not Interested, Or Involved in a Program of Suzuki Violin. North Texas State University, 1971. 110p. 72-4111.

Three groups of first and second grade students were selected for the study. The first group (Experimental Group) consisted of 22 students who were selected from volunteers for the Suzuki violin program. The second group (Control Group I) consisted of 25 students who volunteered, but were not accepted for the program, and the third group (Control Group II) consisted of 24 students selected randomly from the remaining first and second grade students who had not volunteered for the Suzuki Program. Prior to beginning the experiment, all subjects were pretested on the Stanford Early School Achievement Test. No significant differences were found between the means of the groups. For reading and mathematics, all subjects in the experiment were distributed in twelve first and second grade classes. At the end of the semester, all students were posttested on the Stanford Achievement Test. Analysis of covariance was the statistical treatment utilized to make the following comparisons: (1) a comparison was made between the experimental group and the non-involved groups; (2) a comparison was made between the experimental group and the interested group against the uninterested group. The results of the comparison of the Experimental Group against Control Groups I and II indicated no significant difference in groups on all variables tested. Arithmetic Number Concepts produced an F-ratio of 3.836 which approached significance favoring the non-involved group. The results of the comparison of the Experimental Group and Control Group I versus Control Group II produced no significant difference in groups on all variables tested. The comparison of the groups on Arithmetic Problem Solving approached significance at F=3.136 favoring the interested groups. The mean of the interested control group seemed to be the deciding factor. When the interested control group was mixed with the experimental group, for Arithmetic Problem Solving, significance was approached. When the interested group was mixed with Control Group II, significance in the opposite direction was approached for Arithmetic Number Concepts.

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Black Populations
Vocation

45. Bell, John Anthony. A Study of the Relationship Between Recreation Interest and Participation and Intelligence, Scholastic Achievement, Vocational Interest, and Socio-Economic Status of Negro Students Enrolled in the Secondary Public Schools of Eastern Tennessee. Indiana University, 1966. 220p. Adviser: Dr. Theodore Deppe. 66-9247.

The sample for this study consisted of 404 students from 15 Negro secondary public schools of eastern Tennessee. Questionnaires were developed to determine recreation interest and participation, vocational interest, and socioeconomic status. The Lorge-Thorndike test was used to determine intelligence, and the cumulative scholastic average as an indicator of achievement. To determine the relationships set forth in this study, eleven hypotheses were advanced. The Chi Square Test of Independence and the Product-Moment Coefficient of Correlation were used to test the statistical hypotheses at five percent level of confidence. Among the conclusions reached were the following: (1) low intelligence tends to decrease interest in literary, drama, and social activities, and decrease participation in social activities; greater scholastic achievement tends to increase interest and participation in the latter activities; (2) the interest of students in musical activities tends to increase or decrease in accordance with their vocational interest; (3) family income does not influence the recreational patterns of students; (4) recreation interest and participation in musical and sports activities are significantly related to the occupations of the heads of the families of the students; and, (5) students tend to participate in recreation activities in accordance with their expressed interest in these activities.

46. Yungman, George Thomas. An Experimental Comparison of Equivalent Pictorial-Auditory, Auditory, and Written Modes of Disseminating Occupational Information Among Inner-City and Suburban Negro Adolescents. The George Washington University, 1969. 179p. Adviser: Professor Carl Oscar McDaniels. 70-13,965.

The sample population consisted of 80 noncollege-bound, twelfth-grade Negro adolescents who were drawn from the inner-city area of Washington, D.C., and the Alexandria, Va., suburban area. The objectives of the study were met by the analysis of the results of three treatment modes and one control group in each of these two distinct environments. Subjects were randomly selected and randomly assigned to treatments or controls. A reliable and valid objective test was used to assess vocational learning. Pre-treatment measures included subjects' reading and listening abilities (STEP) and expressed vocational preference on a questionnaire. Each of the three treatment modes, pictorial-auditory, auditory, and written, consisted of identical descriptions of 18 entry-level jobs. Immediately after treatment the Occupational Information Test and the post-treatment Vocational Preference Questionnaire were administered. Trained interviewers conducted structured, one-to-one, post-treatment interviews based on the data, people, things interests scales of the Hall Occupational Orientation Inventory (HOOI). Degree of congruity was ascertained between expressed interests, as provided by the post-treatment questionnaire, and measured interests, as provided by the HOOI. The computerized procedure of data

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analysis involved a four-by-two factorial design, analysis of variance, on vocational learning scores: covariate controls were on measures of reading and listening abilities. Chi-square tests were also used. No major threats to internal or external validity were identified. Some of the conclusions ($p<.05$) related to the study's research hypotheses and findings follow: Vocational learning, as demonstrated by performance on a test of occupational information, and the abilities of reading and listening are strongly related. There are significant differences of vocational learning scores among the groups receiving pictorial-auditory, auditory, and written information and the groups receiving no information. The pictorial-auditory mode yields higher performance on a test of occupational information than the other forms of communicating job information. Pictorial-auditory, auditory, and written modes of communication do not yield a greater congruity of expressed and measured interests when compared to groups that received no information about jobs. The pictorial-auditory mode does not yield a higher degree of congruity between expressed and measured interests than the other communication media.

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Black-White Populations
Reading and Language Arts

47. Tuttle, Lester Eugene. The Comparative Effect on Intelligence Test Scores of Negro and White Children When Certain Verbal and Time Factors Are Varied. The University of Florida, 1964. 107p. Adviser: Dr. Robert O. Stripling. 65-6012.

The purpose of this study was to examine differences in intelligence test scores of Negro and white children when certain verbal and time factors were varied. In order to vary the verbal and time factors, three individually administered intelligence tests were used: the Wechsler Intelligence Scale For Children (WISC); the Peabody Picture Vocabulary Test (PPVT), Form "B," and the Columbia Mental Maturity Scale (CMMS), 1959 Revision. From among those children who had attended segregated schools during the entire period of their formal education, twenty-five Negro and twenty-five white children were chosen by age (9 years, 6 months to 10 years, six months), sex (12 boys and 13 girls), and grade (3rd and 4th). Two schools located in Gainesville, Florida were used to select the racial samples. The differences found between racial groups were approximately the same as those reported in earlier studies of intelligence test score differences. Statistical analysis also produced significant (.05 level) indications that sexual differences (Negro and white combined) exist between the sexes at this age level. Also, wide variances in test results of the three instruments (WISC, PPVT and CMMS) were found. Both the PPVT and the CMMS were found to be questionable in usage with Negro children and the CMMS was found to be questionable in regard to both what it measures and how accurately it measures "general intelligence" in either the white or the Negro culture.

48. Pope, Mike. The Syntax of the Speech of Urban (Tallahassee) Negro and White Fourth Graders. The Florida State University, 1969. 137p. Adviser: Professor Kellog W. Hunt. 70-16,344.

Thirty Negro and 30 white fourth graders were selected at random from three predominantly white elementary schools and three almost exclusively Negro elementary schools. The students' responses to two short movies were, individually, tape-recorded, transcribed into regular orthographic spelling, and segmented into T-units. For each subject the average on each of a number of variables was determined. In addition, it was hypothesized that the distribution of the Negro and white fourth grade groups on the following syntactic maturity measures obtained from two similarly constructed re-tell instruments would not be significantly different: (1) the average clause and T-unit lengths and the ratio of clauses per T-unit, and (2) the average (per T unit) of the total clausal, coordinated predicate, and other less-than-clause "sentence-combining" transformations. After it had been demonstrated that one of the re-tell instruments elicited significantly more mature responses from students in the sixth, eighth, and twelfth grades, the two re-tell instruments were administered to the 60 Negro and white fourth graders. For each subject, the average on each of two variables was determined. The Kolmogorov-Smirnov two-sample test and the Fisher exact probability test were used to test for significant differences in the distributions of the two fourth grade groups on each variable. In the speech samples obtained by showing

the two movies the distributions of the Negro and white fourth grade groups on clause length, ratio of clauses per T-unit, and T-unit length, were not significantly different (.05 level). Neither were the distributions of the two groups on the "sentence-embedding" transformations significantly different (.05 level), with one exception: the condition clause. In terms of the syntactic rules that vary from regional standard, the two fourth grade groups differed to a significant degree (.05 level) on two variables: the total number of phrase structure rule variations and the "it" for "there" substitution. On the morphological rule variations, there were significant differences (.05 level) in the distribution of the two groups on three variations affecting nouns and four affecting verbs. The mean of the Negro group on each of these variations was higher. In the re-tell instrument study, the white fourth grade group exceeded the Negro group to a significant degree (.05 level) on four syntactic maturity measures: the ratio of clauses per T-unit, T-unit length, the number of clausal "embedding" transformations per T-unit, and the less-than-clause "embedding"transformations per T-unit.

49. Connelly, John Edward. Socio-Language Factors and Reading Achievement of Culturally Deviant Third Grade Urban Negro and Rural White Students. State University of New York at Buffalo, 1970. 192p. 70-22,101.

The present study was an extensive two-year program conducted in a major Northern city and a rural disadvantaged community sixty miles away, the sample consisting of 200 urban black and rural white children randomly selected from grade 3; the populations studied are characterized by severe social impoverishment and greater than usual stress in social and family life. Investigation sought to determine the specific items on which rural white children achieve greatest success, those on which the latter children achieve least success, and those specific items on which urban black children respectively achieve the greatest and the least successes. The principal data gathering instruments were a "Lexical Dialect Questionnaire" constructed by the present investigator, the Iowa Tests of Basic Skills, the Warner Index of Social Characteristics, and the Lorge-Thorndike Non-Verbal Intelligence Battery. Data were analyzed and subjected to statistical procedures including an Objective Test Analysis to obtain difficulty and discrimination values. On the basis of findings, the following conclusions were made. Rural white students achieved success on only seven vocabulary items and six comprehension items when compared to the difficulty index for the representative standardized population. The urban black pupil failed to perform at or above the expected percentage on any item on the subtests. The data presented failed to yield any significant factor common to "dialect language factors" on reading achievement. The responses to the "Lexical Dialect Questionnaire revealed that urban black and rural white children have language peculiarities of their own. Lexical analysis supports dialectologists' claims that there is no such element as "Standard English." The results strengthen evidence that SES affects school achievement--the children from lower SES areas do not by Grade 3 overcome their cultural deficiency; and there is a relationship between socio-language factors and reading achievement.

50. Crowl, Thomas Kenneth. White Teachers' Evaluations of Oral Responses Given by White and Negro Ninth Grade Males. Columbia University, 1970. 99p. 71-6158.

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The purpose of the study was to find out if teachers' evaluations of the content of an oral response would change if the content of the response were held constant while the speech characteristics of the student giving the response were varied. A fixed set of 12 answers was established for each of two questions. Tape recordings were made of six white and six Negro ninth-grade males speaking the answers after it had been established that each student's race could be accurately identified from his voice. Two tapes were arranged so that on each tape each student gave one response to each question, and for any given answer, the race of the respondent on one tape was reversed on the other tape. The content of the responses was evaluated by 62 teachers, half of whom heard one tape and half of whom heard the other tape. An analysis of ratings summed across responses to both questions showed that responses containing the same wording were rated significantly lower when given by Negroes than when given by whites. There were significant differences among ratings assigned by individual teachers and among ratings received by individual students of the same race, but no significant interaction between individual teachers and students' race was found. An analysis of the ratings of responses to each separate question showed that Negro students' ratings were significantly lower than white students' ratings for responses to both questions. No significant interaction was found between individual teachers and students' race for either question. Bias scores for individual teachers were quite unreliable, and, probably for this reason, these scores were not associated with teachers' sex or age, years of teaching experience, most frequently taught grade level, or the percentage of Negro students most frequently taught.

51. Luckey, Evelyn Foreman. The Relationship Between Word Associations and Verbal Achievement of Black and White Children. The Ohio State University, 1970. 283p. Adviser: Professor Alexander Frazier. 71-18,047.

The subjects were 120 black and white children selected from 386 sixth grade students attending inner city schools in Columbus, Ohio. The subjects were equally divided according to level of reading achievement and intellectual ability (high and low) and according to sex. A fifty-item word association test was administered to the subjects, and responses were analyzed according to several associative measures. The following hypotheses were advanced and accepted: (1) There is a significant correlation between verbal achievement and the total number of paradigmatic or same form class responses to words. (2) The strength of the primary response is significantly greater for groups of children high in verbal achievement than for groups low in verbal achievement. (3) The number of different words is significantly different for black than for white children. The following hypothesis was rejected: The number of normative responses is significantly greater for children high in verbal achievement than for children low in verbal achievement. The partially accepted hypotheses were as follows: (1) The number of paradigmatic responses to stimulus words will be significantly greater for children high in verbal achievement than for children low in verbal achievement. (2) There are significant differences in the word associations of boys and girls.

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52. Peek, Don Adolphus. A Comparison of the Verbal Behaviors of Teachers and Pupils in a Predominantly Negro High School with the Verbal Behaviors of Teachers and Pupils in a Predominantly White High School. East Texas State University, 1970. 104p. Adviser: Webb Jones. 71-8648.

The observer, using the Flanders System of Interaction Analysis, recorded the verbal interaction which took place in fifteen different classes of a predominantly Negro high school and fifteen different classes of a predominantly white high school. The same type of classes in the same subjects and at the same grade levels were visited at each school. More specifically, four English, six history, two mathematics, and three science classes were visited at each school. The verbal interaction which occurred in each class was recorded for a period of thirty minutes by use of the Flanders system. The verbal behavior data of each class was tabulated on a Flanders Matrix. A master matrix, composed of all the Negro classes, and a master matrix composed of all the white classes, were then constructed. The Darwin's Chi Square test was used to determine if there was an overall significant difference between the two muster matrices. An overall difference of 2.33 was considered significant at the .05 level. Each category and sub-area of the two master matrices were tested for significant differences by the use of the Garrett t-test.

There was a significant difference in the overall verbal behavior in Negro classes as compared to white classes. The Darwin Chi Square test revealed a difference at the .05 level of confidence. The following categories and sub-areas of the two master matrices were found to be significantly different at the .05 level of confidence. Negro teachers used praise 3.83 per cent of the total classroom time while the figure for the white teachers was 2.91 per cent. Negro teachers accepted student ideas 1.21 per cent of the total classroom time while white teachers accepted student ideas 0.35 per cent of the total time. Negro teachers used lecture 53.59 per cent of the total time while white teachers used lecture 61.39 per cent of the total time. Negro students talked 23.46 per cent of the total classroom time while white students talked 19.28 per cent of the total time. The revised I/D ratio for Negro teachers was .79 while the revised I/D ratio for white teachers was .49.

53. Jaggar, Angela Maestri. The Effect of Native Dialect and Written Language Structure on Reading Comprehension in Negro and White Elementary School Children. New York University, 1971. 166p. Adviser: Professor Bernice E. Cullinan. 72-11,461.

Hypotheses for this study were that: children will have a higher level of comprehension for reading material written in a language structure similar to their speech than for material written in another dialect of the same language, and children's ability to comprehend material written in a dialect which is structurally different from their spoken language will be significantly related to their ability to comprehend material written in a dialect that is structurally similar to their spoken language. Two cloze reading comprehension tests (one in standard English and the other in Negro nonstandard dialect) were administered to each of two groups of third and fourth grade lower SES Negro children (80 in number) whose native speech dialect was Negro nonstandard English, and of middle class white children (80 in number) whose native dialect was standard English. Results revealed that both groups of children had significantly better comprehension for stories written in standard English than for stories in Negro nonstandard English; hypothesis 1 was thus substantiated for the white subjects but not for the Negro Ss. The second hypothesis was confirmed; there was a

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significant relationship between the Ss' ability to comprehend written standard English and their ability to comprehend written nonstandard Negro dialect. The strength of the relationship, however, was weaker for the Negro Ss, indicating systematic differences in the test performance of Negro and white children.

54. Johnson, Mae Coleman. An Investigation of the Extent of Standard English and Black English Used by Children from Schools of Varying Racial Compositions. University of Maryland, 1971. 166p. Advisor: Professor Robert M. Wilson. 72-1639.

One hundred and twenty grade three children were randomly selected within sex and race variables from three Petersburg, Virginia elementary schools. Data were collected on the Dialect Proficiency Test and Warner's three-factor Index of Status Characteristics. Analysis of variance was used to test the research hypotheses. Findings indicated that: black children who go to predominantly black schools do not speak black English to a greater extent than other black children not in predominantly black schools; that white children who go to predominantly black schools do speak black English to a greater extent than other white children not in predominantly black schools; that black children who go to predominantly white schools do not speak standard English to a greater extent than other black children not in predominantly white schools; and, that white children who go to predominantly white schools do speak standard English to a greater extent than other white children not in predominantly white schools.

55. Nolen, Patricia Ann. A Study of Black Dialect in Reading. University of Washington, 1971. 106p. Adviser: Professor Henry R. Fea. 71-16,986.

The question of dialect differences in the recall of printed text was explored with 156 Negro and Caucasian low socioeconomic status, second and fourth-grade children. Standardized reading passages in standard English (SSE) and nonstandard Black dialect (SBD) and nonstandardized reading passages in nonstandard Black dialect (NSBD) were used. Negro children showed no reliable differences related to language forms in the written presentations. Second-grade Negro children's reading recall from both standardized passages was not significantly different from that of Caucasian children. Only at grade four did Caucasian children recall significantly more ($p < .05$) than their Negro counterparts. No significant interaction between the dialect variable and race or grade of reader was identified. The results do not support a current theory that reading achievement for Black children will be accelerated when nonstandard dialect is used as a reading language.

56. Sullivan, Richard Ernest. A Comparison of Certain Relationships Among Selected Phonological Differences and Spelling Deviations for a Group of Negro and a Group of White Second Grade Children. The University of Texas at Austin, 1971. 157p. Adviser: Thomas D. Horn. 72-15,841.

The subjects were a group of 62 black and 72 white second graders attending public schools in Austin and San Antonio, Texas, respectively. The Gloria and David Oral English Test, an individually administered audiovisual sentence repetition task, was used to obtain

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a measure of oral language production. Using a 2 x 2 fixed effects analysis of variance model with race, age, and sex as independent variables and the total phonological score as the dependent variable, a significant difference was observed favoring the white children. There was a significant interaction of age and sex; older girls in both samples had more pronunciation differences than younger girls, while older boys in both groups had fewer differences than the younger. A significant positive relationship was found to exist between the phonological and spelling scores for both groups. The relationships that existed between phonological differences and spelling deviations for certain correspondences suggested that certain oral language characteristics including dialect features did affect spelling.

57. Woodworth, William David. Speech Style as a Factor in Teachers' Evaluation of the Oral Reports of Urban Black and White Sixth Grade Children. State University of New York at Buffalo, 1971. 99p. 71-16,464.

Black and white sixth-grade male students tape-recorded four identical oral reports; two reports for each of two topics. These reports were presented in differing order and sequence during two forty-five minute sessions with an intervening period of three weeks. The presentations were evaluated by 119 elementary teachers according to ten evaluative criteria on a five-point marking system. The major hypothesis tested in this study was that of possible significant difference in teacher evaluation of identical oral reports presented by black and white children. A second hypothesis tested was that of possible significant difference in the evaluation of the same reports by urban and suburban teachers.

Analysis of data revealed a consistent statistically significant difference between teachers' evaluations of presentations by black and white children. The white child received a considerably higher rating for every variable. To obtain significance at the .05 level of confidence an F-ratio of 1.83 was needed. The overall F-test yielded an F-score of 31.97, giving an indication of the high degree of statistical significance obtained. The major directional hypothesis was therefore accepted. This consistency was present to a lesser degree in the subjects' evaluations according to urban and suburban classifications of occupational location. An F-ratio of 1.83 was necessary to obtain significance at the .05 level. The F-score obtained was 2.15 indicating a significant difference between urban and suburban teachers' evaluations of black and white children. Raw score means for all variables further disclosed that the total sample of subjects consistently assigned higher ratings to the white child. This consistency was also evident in the evaluations by urban and suburban teachers.

Black-White Populations

Attitudes, Aspiration and Self Concept

58. Dowd, Donald Jerome. A Comparative Study of Attitudes, Goals, and Values Between Negro American, White American, and Cuban Refugee Groups in a Large Southern City. The University of Florida, 1965. 120p. Adviser: James L. Lister. 67-3470.

The hypothesis of this study was that the three subcultural groups, Negroes, whites, and Cubans, varied in terms of their attitudes and values held, and their goals sought. The investigation also sought information relating to how the subcultures agreed or were the same. The subjects were a total of 96 students from Miami Senior High School and George Washington Carver High School, both schools being in Dade County, Florida. The measurement technique used in the study was the Self-Anchoring Scaling Technique. The derived data provided descriptions of desirable and undesirable factors as they relate to specific topics and provide scale scores which show how subjects rate themselves in terms of positive and negative positions. Among the conslusions reached were: white American pupils are typified by the importance they impart to the material aspects of the neighborhood, Cuban students to their association with their neighbors, and Negro students to quiet neighbors and clean streets; white American subjects feel the importance of material aspects of the school, while the other two groups see these as relatively unimportant; white Americans place a high degree of importance on high salaries and good jobs, while Cuban subjects stress having children; and, white Americans are typified by feelings of family love, togetherness, and mutual helpfulness, as are the Cubans, while Negroes tend to stress mutual respect and opportunity to discuss problems.

59. Meyers, Edmund Dean. Effects of Social and Educational Climate of High Schools Upon the Academic Performance of Negro and White Adolescents. The Johns Hopkins University, 1967. 503p. 67-13,817.

Questionnaires and academic tests were administered to 20,345 students in twenty geographically heterogeneous, non-rural academically better-than-average, public, coeducational high schools. Within those fifteen schools with at least one Negro enrolled, 327 Negroes were located, and an equal number of whites were matched with them. Thus, the sample consists of 327 Negroes and 327 whites equated at the group level on the following characteristics: (1) high school attended, (2) sex, (3) year in school, (4) measured intelligence, (5) chronological age, and (6) socioeconomic status. Three dependent variables reflecting components of scholastic behavior are examined: (1) educational aspirations, (2) intellectual orientations, and (3) academic achievement.

Negroes are found to have significantly higher educational aspirations and intellectual orientations than whites, and racial differences in academic achievement are reduced to insignificance via control of family structural variables upon which matching was impossible. White students tend to be more responsive to the social and educational climate of the predominantly-white high school than Negroes, yet conflicting results are obtained with respect to intellectual orientations. As anticipated, family structural variables have a strong influence upon scholastic behavior. While the number of siblings in the family has more effect

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on Negroes, maternal encouragement has a greater influence upon whites. Attitudinal variables affect educational aspirations more than academic achievement; in particular, Negroes are more influenced by levels of self-esteem than whites. Negro scholastic behavior is more affected by interpersonal variables such as aspirations or achievement of peers and sociometric status than is true of white students; the strongest effects are observed with respect to peer aspirations or achievement.

The total within-school influence is viewed as the combination of global climate variables and interpersonal variables. Although the total school effect upon Negroes and whites is approximately equal, the existence of separate, racially-determined social subsystems accounts for the finding that whites are more influenced by global climate than are Negroes; and Negroes are more affected by interpersonal variables than are white students.

60. Ito, Satoshi. Value Correlates of Occupational and Educational Goals among Southern High School Negro and White Males. University of North Carolina at Chapel Hill, 1969. 464p. Adviser: Dr. M. Richard Cramer. 70-3258.

The data consisted of the results based on a Youth Survey questionnaire which was administered to a sample comprised of 4,600 Negro high school males and 2,800 white high school males from the states of Virginia, North Carolina, Alabama, and Mississippi. The data confirmed each of the proposed hypotheses for males of both races. These relationships, however, were stronger for the white sample than for the Negro sample. Controlling for social class and for grade average, in addition to the permanent controlling for race, revealed reduced partial relationships as compared with the original relationships between the belief and means-values and ends-values variables although they did not vanish. Controlling for place of residence, type of family, and size of family resulted in only minor alterations of the originally observed relationships. Where these various control variables did disturb the original relationships, the impact again tended to be more substantial in the instance of the white sample than of the Negro sample. It was concluded that the proposed belief and means-values and ends-values were integrally related in an achievement syndrome. Support for the cultural-variation perspective also was evident from these limited findings.

61. Breuer, Charles Edward. The Effect of Prejudice Upon Test Performance. University of South Carolina, 1970. 71p. 70-27,043.

Three primary questions were asked in this study: Will the presence of a Negro examiner have a measurable effect upon the test-retest performance of white children who are prejudiced toward Negroes? Will white students examined by a Negro ask more questions than white students tested by a white examiner? Do white girls differ from white boys in degree of prejudice toward Negroes? Subjects were 180 white fifth graders. Test data comprised a measure of prejudice derived from the Attitude Scale of Gough, Harris, Martin, and Edwards; and two measures of intelligence obtained from the Otis-Lennon Tests of Mental Ability. All students were pretested by a white examiner. Posttesting was done by a team of one white and one Negro examiner; each of the latter examiners tested a group of 60 children comprising 30 "highly prejudiced" and 30 "minimally prejudiced"

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students who were randomly assigned to their respective groups. Analysis consisted of analysis of covariance and t-tests to determine whether or not any group differed significantly in pre- and posttest values. Results of the study indicated that all groups improved their test performance and that the race of the examiner had no measurable influence on performance. It appeared that the presence of the Negro examiner elicited significantly more questions than the presence of the white examiner, possibly indicating higher levels of anxiety. No significant differences were found between white girls and boys in terms of their levels of prejudice.

62. Brindley, Fern Belle. Social Factors Influencing Educational Aspiration of Black and White Girls. Case Western Reserve University, 1970. 129p. 71-1648.

Hypotheses were developed to test a theory of motivation built upon the principles of reference group theory and role theory. Subjects were 200 girls from junior high and senior high in four high schools in the Greater Cleveland (Ohio) area, selected on the basis of race, social class, being from an intact home, and having a useable questionnaire (the "Survey of High School Girls"). Findings of this study generally support the idea that the educational goals of adolescent girls vary with their perception of the plans of other girls with whom they compare themselves, and with the expectations that they perceive from significant others in their environment. These results were meaningful to a greater degree for the white girls of all classes tested, and for the middle class black girls, than for the lower class black girls. Results did not support the hypothesis that girls who perceive conflicting expectations from parents and peers or father and mother especially value the expectations of a teacher or a counselor in goal-setting.

63. English, Richard Allyn. The Educational Aspirations of Black and White Youth. The University of Michigan, 1970. 301p. Advisers: Henry J. Meyer and Eugene Litwak. 71-15,139.

The goal of this study was to assess and compare the levels and correlates of educational aspirations of tenth, eleventh, and twelfth grade black and white adolescents enrolled in eighteen Detroit high schools in 1968, by race and sex. Variables associated with adolescents' aspirations were selected from three sources: personal and family background, significant others, and the social context of the school. Multiple classification analysis was used to investigate the net, gross, and joint efforts of these variables on educational aspirations. Results revealed that most youth have aspirations for college education regardless of their background, influence of significant others, and the social context of the school. A statistically significant relationship was found for sex and aspirations. Males had higher aspirations than females. Aspirations of black females were higher than those of white females, while those of black males were higher than in any group. The relationship between race and aspirations was not statistically significant; a preponderance of evidence, however, showed that the correlates of aspirations differed for race categories as well as by sex. Findings of the study indicate that although the educational aspirations of black and white youth are not significantly different, the correlates of their aspirations are likely to differ; significant others are potential sources of great influence in the socialization of aspirations, particularly for low-status black youth.

64. Howard, James Milo. A Comparison of the School Expectations of White and Black Primary Students from Disadvantaged Areas. University of Oregon, 1970. 103p. Advisor: Mildred C. Robeck. 71-1321.

The hypothesis of this study was that black and white children from comparative disadvantaged areas have similar and significant opinions about the function of the school and the teacher. Data were secured through counselor interviews with each subject. Results indicated that most of the disadvantaged children, both white and black, said that their parents send children to school primarily to learn arithmetic, reading, writing, and spelling. When stating their own opinions in contrast to their view of parental opinions, they again said that school is primarily for learning the so-called three R's, plus spelling. Over 95 percent were critical of some aspect of the school program. Both black and white children were most critical of recess, games, and play as valuable school activities; many suggested that these things can be done at home.

65. Jefferies, Doris. Empathic Understanding in Black and White Children. University of Illinois at Urbana-Champaign, 1970. 82p. 71-14,808.

Thirty-eight black and white, male and female 6th grade students were the subjects. They responded to videotapes of six black and six white upper elementary school girls role playing six randomly assigned problems. Half the subjects responded to the six black girls and half to the six white girls. The response instrument consisted of four responses for each of the six problems, each representing one of four levels of empathy. The responses were randomly ordered for each problem, and each subject indicated a choice of a response for each of the six role-played problem situations viewed. The instrument thus was designed to assess the level of discrimination of empathic responses. The procedure was administered by a black female assisted by a white female.

Although the mean empathy score of black children responding to the black videotape was higher than that of white children responding to the same tape, and the mean empathy score of white children responding to the white videotape was higher than the mean empathy sum of the black children responding to the same tape, the differences were not significant. There was no sex difference in responses to the black videotape, but girls were significantly higher in responding to the white videotape. Black girls and white girls did not differ in this respect. In this study, therefore, no significant same race effect on empathy was found. The children responded with the same level of empathy to black girls and white girls portraying typical preadolescent problems via videotape. The possibility that the nonsignificant differences in the expected direction might become significant in a larger sample cannot be dismissed, however. Possible socio-cultural factors which might lead to such differences are discussed. The relatively high level of empathic responses (over 3 on a 4-point scale) in this group of elementary school children was unexpected. Although the instrument measures discriminative rather than communicative empathy, the results suggest that elementary school children seem to have potential for training as empathic agents for other children.

66. Lipe, LeOra Mae. An Investigation of Aspiration and Motor Performance Levels of Negro and White Sixth-Grade Students. The Florida State University, 1970. 76p. Adviser: Peter W. Everett. 71-7053.

Ninety-six Ss, randomly selected from two predominantly white elementary schools of the East Baton Rouge Public School System were tested for levels of aspiration and performance on six motor performance tasks. Through an examination of the interrelationships among the performance and aspiration variables for each of the four groups, it was possible to find evidence of a degree of generality of performance and specificity of aspiration for the Negro males, while the opposite was true for the white males. An element of specificity on both aspiration and performance was indicated for both of the groups of female students.

67. Madden, Lowell Edward. Impact of Information about Negroes on Attitude Change. Ball State University, 1970. 157p. Adviser: Dr. Donovan Lumpkin. 71-9050.

The population in the study was comprised of 241 sixth grade white children assigned to nine classrooms in four elementary schools located in rural, small town and suburban settings in midwestern United States. The population was divided into the Control Group and the three Experimental Groups. The research design incorporated the standard pretest-treatment-posttest plan. The Attitude Scale (adapted from a scale constructed by Harrison Gough, University of Minnesota), the California Test of Personality, Elementary Level, Form AA and an information test (constructed specifically for use in this study and based on the information presented) were employed to gather data. The analysis of variance was utilized in determining the variation of information gained and attitude change for the four groups. The treatment by levels design of analysis of variance was utilized (using the two independent variables: personality and treatment) in determining the variation in attitude change in relation to the four treatment groups and the three levels of personality adjustment scores on the California Test of Personality.

68. Roberson, Marvin Joseph. Negro and White Eighth Graders' Attitude Toward the Institution of Education and the Schools as Related to Their Academic Achievement. The University of Michigan, 1970. 122p. Adviser: Frederick W. Bertolaet. 70-21,776.

Measures of attitudes toward school and toward education were obtained from a sample of fifty Negroes from a primarily Negro junior high school, fifty white from a primarily white junior high school and twenty-five Negroes and twenty-five whites from an integrated junior high school. Each sample was selected to provide groups of eighth-grade students who were within normal range of I.Q., and had both parents in the home. Sentence completion items and some in-depth interviews supplemented the attitude measures. The score on the attitudinal measures were correlated with the school achievement of the subjects. The null hypotheses tested and the results obtained were: There will be no significant difference, on the average, between white and Negro pupils in attitude toward school. Using a t-test of significance of means, this hypothesis was rejected. There will be no significant difference, on the average, within the groups between attitude toward

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education in general and attitude toward the school system. Using a t-test of significance of means, this hypothesis was rejected. That there will not be a significant positive correlation between attitude toward school and school achievement. This hypothesis was rejected. That the degree of racial integration in the schools will not vary with the Negro students' attitude toward school. Using a t-test of significance of the means, this hypothesis was rejected. The Negroes from the integrated school showed a significantly more positive attitude toward school than did the Negroes from the Negro-dominated school.

69. Shiver, Jr., Wayman Bembry. The Effectiveness of Two Forms of an Experimental Teaching Unit in Reducing Black Ninth and Eleventh Graders' Negative Interracial Attitudes Toward White People. The University of Oklahoma, 1970. 173p. Adviser: Professor Glenn Raymond Snider. 70-21,837.

One hundred and twenty students from two Oklahoma City, Oklahoma schools were the subjects of the experiment. There were two experimental groups--one ninth and one eleventh grade and two control groups--one ninth and one eleventh grade. Each of the four groups was administered "A Survey of Attitudes Toward White People" as a pretest. The instrument was devised by the author for use in this study. Two teachers were involved--one for each grade level. The two experimental groups were taught a specially devised human relations unit. The hypotheses states that neither of the special study units would produce any significant positive attitudinal change toward whites for subjects in Experimental Group I A or Experimental Group II A and between the following sub-groups: (1) the two experimental groups, (2) the females in both groups, (3) the males in both groups, (4) the upper achievement levels in both groups, (5) the middle achievement levels in both groups, and (6) the lower achievement levels in both groups.

Only one of the eight hypotheses was rejected. There was a statistically significant difference in the interracial attitudes of the ninth grade experimental group after being taught Unit I A. Positive change was also noted in several other groups, although not to a statistically significant degree. The findings suggest that positive attitudinal change is more likely to occur with younger junior high school students than with older senior high school students. The following conclusions were drawn: (1) that six weeks study time is probably inadequate to produce significant attitudinal change, (2) that few changes are likely to occur when community or school interracial tensions are high, (3) that males are less flexible than females in making attitudinal changes, and (4) that human relations teaching units and efforts must provide greater opportunity for personal interracial contact.

70. Balmer, Henry Scott. A Study of the Variations in Value Orientation of Negro and White Lower and Middle Socio-Economic Class Students in the Fifth and Sixth Grades. Syracuse University, 1971. 363p. 72-6657.

Whether or not different value structures exist among school children of different socio-economic and racial groups was studied, based upon assumptions that there is a limited number of common human problems for which all people at all times must find some solution; that while there is a variability in solutions of all problems, it is neither limitless nor random, but is definitely variable within a range of possible solutions; and, that all alternative

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solutions are present in all societies at all times but are differentially preferred. The sample for this study consisted of approximately 82 lower socioeconomic class Negro fifth and sixth grade students, 72 lower socioeconomic class white students, 96 middle class Negro students, and 126 middle class white students. A variation of the survey used by Kluckhohn and Strodtbeck in their epic research of five cultures in Southwest United States was used; an attempt was made to answer two general questions--to prove whether or not uniformities in the ranking of the orientation alternatives within each of the groups, within-cultural regularities, exist, and to prove the existence of between-cultural differences in these uniformities group by group. Based on the findings of the study, the following conclusions can be stated: (1) there is evidence to indicate that there were within-cultural regularities and that there existed uniformities in the ranking of the orientation within each group; (2) responses of the Negro groups seemed to indicate that SES tends to affect responses; (3) the racial variable seemed to be less significant than SES when the responses of the lower class populations were analyzed; and, (4) significant differences attributable to race were found in the responses of the two middle class groups.

71. Bowen, Kerry William. Selected Aspects of Inferred Identification in Black and White Students. University of Georgia, 1971. 133p. Adviser: William F. White. 72-10,920.

Purpose of this study was to determine if the racial identification of a group of Southern black and white students affects significantly the perceived similarity of their identification figures to their teachers. Subjects were 545 fourth and fifth graders in a small newly-integrated school. A 12 bipolar adjective scale on which to rate their teachers and several identity figures was used. The teacher difference score means were compared among four racial combinations: white teacher-white student, white teacher-black student, black teacher-black student, and black teacher-white student. Analysis of covariance yielded the following results: means of the teacher difference scores of white students' ratings of their black teachers were significant when compared to the means of those scores of white students' ratings of their white teachers; no significant differences were found in the means of black students' ratings of their white teachers and of their black teachers; black students rated their present white teachers to past black teachers significantly closer on evaluation and potency dimensions than did white students their present black teachers to their past white teachers; no significant differences were found in the means of similar race-teacher combinations; white teachers were viewed significantly different by black and white students on four of the analyses; and, black teachers were viewed significantly different by black and white students on six of the analyses. It was concluded that although dissimilarity of teachers' race did not affect the distance between identification figures and the ratings of "my teacher" for black students, for white students a dissimilarity of teachers' race increased the distance scores.

72. Olsen, Henry Duval. The Effect of Compensatory Education Upon the Self-Concept of Academic Ability of Black and White Pre-College Students. Michigan State University, 1971. 135p. 71-23,224.

With the exception of the referent academic self-concept-of-academic ability scale, all instruments utilized were originally developed by Wilbur Brookover to test his social

psychological theory of learning. These instruments were administered to subjects on two occasions--prior to enrollment in regular college or compensatory education, and at the end of the academic year. Data was analyzed by utilizing: (1) a repeated measures test for trend; (2) univariate and multivariate analysis of variance and (3) mean scores. On the basis of findings the following conclusions were drawn. For this group of compensatory education and regular college students: (1) There was a significant increase in mean self-concept-of-academic ability scores of blacks, male and female students but not for white students. (2) There was a significant increase in mean self-concept-of-academic ability scores for all groups (regular college and compensatory education students). (3) Parents and teachers were similarly identified as significant others by both compensatory education students and regular college students. The compensatory education students more frequently identified offspring, spouse, and self; whereas, the regular college students identified friends more frequently. On the post-test there was agreement between compensatory education and regular college students for parents, relatives and friends. (4) There was no difference in the proportion of compensatory education and regular college students who identified parents, relatives, friends and teachers as academic significant others. However, the compensatory education students more frequently identified offspring, spouse, and self as academic significant others. (5) There was no significant difference in the change in mean self-concept-of-academic ability scores between "high" and "low" achievement compensatory education students.

Black-White Populations
Miscellaneous

73. DeBord, Larry William. The Achievement Syndrome Among Negro and White Culturally Disadvantaged Boys. Vanderbilt University, 1969. 276p. Adviser: Professor Richard A. Peterson. 70-5445.

This study developed alternative models of achievement suggested in the literature, for culturally disadvantaged boys. One model is the traditional training model while the second is an identification model. A sample of 45 white and 48 Negro boys, all from families classified as disadvantaged, and all age eleven and enrolled in grades 4, 5, or 6, were identified. Data were gathered from school records, mother as respondent, and the boy himself on several dimensions of family environment, on parent-child interaction, on measures of boy's perception of family support for education, and on measures of boy's values, aspirations, and motivation. Relative achievement was based on Standardized I.Q. and reading grade-placement scores for each boy. The findings revealed little support for the training model of achievement. The data suggest that among disadvantaged boys, there are distinct differences between mother's and son's perception of supportiveness of the family. In both samples, the data tend to support an identification model of the development of achievement.

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74. Bishop, Maryann F. The Effects of Symbolic Reward and Punishment on the Acquisition and Retention of a Discrimination Learning Task in Black and White School Children. University of Pittsburgh, 1970. 71p. 71-18,133.

The present study was designed to investigate the relative value of verbal rewards and punishments in facilitating a discrimination learning problem. In this study all Ss in all conditions were given immediate feedback, i.e., knowledge of results (K), after each presentation of each discrimination problem. Ss were seventh grade, black and white, male and female public school students. Ss were drawn from two schools--one, predominantly white and middle c' ss, and the other, predominantly black and lower class. Each of the 128 Ss was assigne o one of eight experimental conditions in a 2 x 2 x 4 design so that each S received one of four reinforcement treatments, with all conditions having an equal number of white and black and male and female Ss assigned to them. After eight presentations of each of ten discrimination problems, all Ss were given a two minute rest period followed by a recall trial. While there were some indications of sex effects and school effects, no significant differences in performance appeared attributable to the effects of symbolic rewards and punishments.

75. Carroll, Imogene Vass. A Comparison of the Intelligence Quotients of Sixth-Grade Children of Negro and Caucasian Educators and Non-Educators. University of Alabama, 1970. 265p. 71-1227.

From a total of 5,900 seventh grade black and white children enrolled in a public school system in Mobile, Alabama, two groups were selected for study: the first group, the Children of Educators, included a total of 101 pupils--of which 46 were Negro children; the second group, the Children of Non-Educators, contained the same number of pupils as the first group--the pupils being proportionately and randomly selected from the same schools in which the children of educators were enrolled. Test data used in this study were derived from the California Short-Form Test of Mental Maturity, which had been administered to the subjects at sixth grade level. Subjects were grouped according to the variables of sex and race and various comparisons made for language, non-language, and total IQ scores. Analysis of variance was used for analysis of the data for the comparisons. Results of the study showed that in nearly all the comparisons between black and white children, there were statistically significant differences in favor of the Caucasian groups. This was not, however, true in comparisons between: boys of black and white educators for language and non-language scores; all children of black and white non-educators for language IQ scores; and, boys of black and white non-educators for language, non-language, and total IQ scores. In all comparisons where black children of educators were compared with white children of educators, the differences were less than when children of black non-educators were compared with white groups. With the exception of two categories, statistically significant differences were found when children of Negro educators were compared with those of Negro non-educators for language, non-language, and total IQ scores. These differences favored children of Negro educators.

76. Crown, Phyllis Jo. The Effects of Race of Examiner and Standard Vs. Dialect Administration of the Wechsler Preschool and Primary Scale of Intelligence on the Performance of Negro and White Children. The Florida State University, 1970. 65p. 71-18,356.

The present study was designed in order to test the effects of standard vs. dialect administration and race of examiner on the performance of Negro and white Kindergarten children on the WPPSI. Fifty-six children, 28 Negro and 28 white, served as subjects in the study. They were drawn from two schools in the Wakulla County, Florida Public School System. There were four examiners, two Negro and two white. Subjects were randomly selected and assigned to treatment groups. A univariate analysis of variance for total IQ and for separate subscales was used to analyze the data. The following hypotheses were tested: Standard and dialect administration of the WPPSI will not produce a significant difference in WPPSI scores for Negro and white children. The race of the examiner will not produce a significant difference in WPPSI scores for Negro and for white children. Findings indicated that: There were no significant differences between standard and dialect performance of Negro and white children. There were no significant differences in Negro and white performance as a function of race of the examiner. Negro children produced significantly lower scores than did white children. Negro examiners overall produced better verbal results with both white and Negro children.

77. Dahl, Ralph Loyd. The Relationship of Selected Factors and Physical Fitness of White and Negro Students at Two Different Levels. North Texas State University, 1970. 123p. 71-8666.

The sample of this study consisted of 100 black and 100 white 5th and 6th grade boys, and 100 black and 100 white 9th and 10th grade boys from the same Texas school district. Physical fitness was measured by administering three sub-tests of the American Association of Health, Physical Education, and Recreation Youth Fitness Test. Negro boys obtained a higher mean score than white boys on gross body coordination at all four grade levels, as well as on muscular explosiveness at all four grade levels, a larger mean difference being obtained at the 9th and 10th grade level than at the 5th and 6th grade level. Negro boys scored significantly higher than white boys on overall physical fitness at both levels, the observed difference being greater at the 9th and 10th grade levels. Correlations between attitude toward physical education and physical fitness were found to be positive and quite low for each of the four grades; no significant differences between Negro and white boys were obtained at either level. White boys at the elementary level obtained low positive correlations between academic achievement and physical fitness, while Negro boys obtained a low negative correlation. These findings were reversed at the high school level; the correlationsobtained for Negro and white boys at the high school level were found to be significantly different.

78. Douglas, Lawrence Marcus. Development of a Plan for Inner City Education by Using Resources of Two Racially Disparate Higher Education Institutions. Indiana University, 1970. 99p. Adviser: Dr. August W. Eberle. 70-25,200.

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The research design of this study was such that the first step involved a literature search with the primary purpose of finding information specifically relevant to preparing paraprofessionals in undergraduate teacher education programs to work in inner city schools; the second step was to form committees to help develop the necessary guidelines for a plan to prepare teachers to work effectively in inner city schools; and, the third step was to apply as much of the plan as could be applied in the time allotted and to develop further applications based on the experience with the plan. Findings revealed the significant contribution that the paraprofessional, particularly one with a background similar to that of the pupils in the inner city schools, can make to inner city education and demonstrated a number of significant activities which can contribute to improvement of the education of inner city children.

79. Hopper, Eleanor Tobias. A Strength and Fitness Comparison of Negro and Caucasian Sixth Grade Disadvantaged Children. University of Alabama, 1970. 112p. 71-1247.

Subjects of this study were 84 black and white disadvantaged sixth grade children in four Northport (Alabama) elementary schools; 44 of these Ss were black--sixteen male and twenty-four female; 44 Ss were white--twenty-nine male and fifteen female. The instruments used were the Clark-Schopf Strength Test and the Fleishman Basic Fitness Tests. Results showed that, generally, black disadvantaged children were superior in cardiovascular endurance, dynamic strength, static strength, and dynamic flexibility; white disadvantaged children were superior in explosive strength.

80. Prickett, Jimmie Lee Vernon. Associative Learning Rates of Second, Fourth, and Sixth Grade Black and White Students with a Socioeconomic Difference. The University of Oklahoma, 1970. 155p. Adviser: Professor P.T. Teska. 71-1501.

One hundred and eighty randomly selected subjects (Ss) of the second, fourth and sixth grades of the Oklahoma City Public School System were administered the complete Stanford-Binet Intelligence Scale to establish a category of normal (90-110) intelligence. Lower-white, lower-black and higher-white socioeconomic (SES) categories were established using information furnished by the administration of the Oklahoma City Public School System. The 180 Ss were randomly assigned to four testers who administered the 16-Picture Paired-Associate Learning Task (PALTO) to each of the 60 Ss from each of the three SES categories. Two scores were recorded for each subject. The first score was the number of trials needed by the S to reach the learning criterion (i.e., two errorless trials in succession). The second score recorded was the number of errors committed by the S in reaching the learning criterion on the 16-Picture PALT. A three by three by four analysis of variance (ANOVA) was performed on both the trials scores and the errors scores, using three levels of SES, three grade levels, and four different testers as the three independent variables. The results indicated all main effects and interactions to be significant except the SES levels (P .05-.001). Duncan's Range Tests following the ANOVAs reflected the same differences. Implications for further research included the following: (1) That the administration of the 16 Picture PALT be more rigidly (mechanically) controlled as an effort to control possible confounding variables (e.g., time discrepancy in presentation). (2) That the SES

categories be extended to include different areas within these and other groups (e.g., higher-black SES). (3) That older Ss be used as an attempt to avoid wide discrepancies of scores. (4) That the meaningfulness of the stimulus and response items of the 16-Picture PALT be manipulated in an attempt to avoid possible SES differences within the pairs of items.

81. Cox, Wray Kent. Personality, Intelligence, and Work Performance of Disadvantaged Adolescents. University of Missouri-Columbia, 1971. 160p. Adviser: Joseph T. Kunce. 72-10,587.

Subjects of this study were 201 Neighborhood Youth Corps (NYC) trainees from Central Missouri Counties Human Development Corporation. The Sixteen Personality Factor Questionnaire Form E and the Wonderlic Personnel Test Form EM were administered to the trainees individually or in small groups by NYC counselor-coordinators. Work performance ratings were obtained from each subject's counselor-coordinator and work supervisor, the ratings being done in the same period during which tests were administered. A three-way factorial analysis of variance with unequal subclass numbers was used to determine the relationship that race, residence, and sex had to personality, intelligence, or the overall work performance. Results indicated that residence main effect differences were not found on measures of personality, intelligence, or overall work performance. Race and sex main effect differences were observed on measures of personality and intelligence, but not on work performance ratings. Personality and intelligence measures were significantly correlated with work performance ratings. The inventoried personality characteristics and measured intelligence of disadvantaged youth were significantly correlated with their work performance; disadvantaged youth who were relatively more conforming, group-dependent, tense-driven, and intelligent received higher ratings on their work performance. Results of the study indicated that there is a certain personality type that is seen as the best worker in a structured work program.

82. Woodward, Harold Leander. Determining Success and Failure in Inner City Schools. Boston University School of Education, 1971. 346p. Adviser: Professor Burton Blatt. 71-26,748.

Fifty-nine of 60 subjects were followed for an eight year period. The 24 girls and 35 boys (77 per cent white), were originally selected to participate in an intervention nursery school program initiated by Blatt and Garfunkel in 1962. Annually, until 1965, the sample was evaluated. This included the first of three follow-ups undertaken to assess academic achievement and school success. In 1967 and 1969, two more follow-ups were initiated and completed. Four global evaluations (1962, 1965, 1967, and 1969), and two years of testing (1963, 1964), gave the study longitudinal characteristics. In 1969, the evaluation instruments consisted of the Stanford Binet, the Metropolitan Achievement Test, teacher rated School Behavior Checklists, and home interviews. The analysis of the data were by descriptively reporting changes that transpired and through a series of correlations. The six subjects used in the case studies were three who displayed high levels of change and three who showed limited variations.

In 1962, the intelligence quotient mean for the sample was 90.34, with a range from 59 to 115. During the third follow-up in 1969, the acquired mean was 99.56, with a range

from 69 to 129. The intervening means were 96.47, 97.75, 97.74, and 100.93. Individual variations by subjects over the six testing periods showed a great deal of fluctuation. The greatest overall gain by a subject was 41 points, while the largest loss was 22 points. Family organization was examined by home interviews conducted in 1962, 1965, and 1969. During each of these periods, each family was rated and these ratings enabled a comparison of home environment with school achievement and success. Included in the study of families was an investigation of the school achievement and educational success of the 167 school age siblings. Using a five point scale, it was found that study sample families with "one" ratings (disorganized), experienced more frequent school failures, repeated more grades, and had special class placements. Families rated "five" (organized), more frequently experienced success in the educational setting. This comparison was true not only for the sample, but also for the siblings. The 1969 ratings, along with those made in 1962 and 1965, indicated that family organization was an influential factor in determining academic achievement and school success. Frequency of repeating (48 per cent of the sample and 49 per cent of their siblings), was exceedingly high. It was the main technique by which schools dealt with educational deficits. The limited number of siblings that graduated, indicated that the high frequency of repeating may restrict rather than enhance educational attainments of individuals from urban low income environments.

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